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Good Will Toward Men

Philo sighed. Thirty fleet years had passed since he had first dedicated his life to the search for truth. The mysteries of Osiris had but urged him to heightened earnestness in the quest. He had come out of the awful trials of body, mind, and soul with a hope of a bright beyond. But the chains of tradition felt heavier than they did before his entrance into the great Pyramid. He had traveled in many lands. In cities and hamlets and in the lonely abodes of the hermits had he searched for the light that was lacking in his soul. The woods and fields and craggy mountains, the stars, the lightning, and the roaring abyss of the volcano; the bubbling fountain, the flowing stream, and the heaving ocean; the song of the birds, the whispering of the zephyr, the mighty rush of the stormwind,—all had told him their wonderful stories. The truth seekers of all ages had placed before him their most precious jewels, the music of the spheres had taught him the harmony of the universe, the still small voice within him spoke to him of the God of Love. And yet he sighed.

★
He looked over the grassy plain below. Many happy hours had he spent in yon humble homes. The good wives of these simple people had given him his first lessons in pure beneficence. At one time he thought he had found the key of life in doing good to others. But while he felt happy in this doing he could not shake off the feeling that he still lacked a something more.

★
He looked up to the sky. There gleamed myriads of resplendent replicas of the mysterious schema of the universe. But what is the thought at the center of the pentagon? Its name he knows. But what is this love?

The brightest icon of the pentagram seems to be halting and pointing like the finger of God to the lowly hut of the shepherd. At this moment a light appears in the window, and it too reflects the symbol of perfection. It points upward. What if the rays of the greater and the lesser light could meet! Would not the one point straight to the center of the other? Philo's eyes brightened. Then he sighed again. If he but knew the meaning of the logos!

★
The shepherd's lamp had helped many a lone wanderer coming out of the wilderness in the darkness of the night, to find the way to the habitations of men. The price of the oil meant not a little sacrifice. Often the earnings were so small that

they were scarce sufficient for the barest necessities of the body. Some nights the shepherd had gone



hungry to his couch to keep the light in the window. Self-sacrifice, the child of love—

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Philo draws near to the hut. He enters and is made welcome as he always has been in the past. Never before had he felt the sacredness of the place and of the family as he does now. Does the pentacle in the dome of heaven truly hallow by its magic influence the abode over which it hovers? Or is it the child crooning contentedly at his mother's bosom and clutching in one hand a piece of dry bread? The thought was new. Could it be—? Can a child—imperfection—point the way to the center of perfection? Helplessness the way to omnipotence?

The mother's greeting to the stranger has roused the babe's interest. He turns. He smiles. He holds out his chubby right hand with the precious piece of dry bread. The father is pleased, the mother's face beams the joy of her heart. And the stranger? The little child, his smile of greeting and the proffered crust of bread have revealed the mystery of mysteries: *Good will toward men.*

★
Love, peace on earth, beneficence—here they find their true meaning. Sacrifice of self that others may live and walk more securely, more wisely, more joyfully—the light in the window taught that, and yet it all seems so much clearer now. Unselfish, yea *unconscious of self*, to spread cheer and comfort abroad; not *self-perfection*, but entering into the heart needs of the human race with good will toward all—the smiling little one who proffers his crust of bread to the stranger points to the very center of philosophy.

OSSIAN LANG.



A Hoosier Teacher's Experience.

By *Anna Cecil, Indiana.*

This beautiful story of what one brave teacher has done, and consequently what others may do, should be an inspiration to all who read it. It is the person who is ready to seize opportunities who succeeds in teaching as in every other line of work. The Hoosier teacher sowed the good seed in the school where she was placed. What are you doing in your school?—EDITOR.

The *Teachers' Institute* for October told me of the trials of teachers in the rural schools near the great cities of New York and Philadelphia. Perhaps you will be interested in the experience of a Hoosier teacher.

Some of the more experienced teachers may exclaim: "Oh, I read 'the Hoosier Schoolmaster' years ago." But, dear friend, this is not a schoolmaster's story—only the work of a school-mistress.

For years Miss F—— had been the principal of a ward school in one of Indiana's flourishing cities, but one June morning she found that the city school board had not seen fit to have her name printed on their list of teachers for the following school year. As the season was late every school trustee in the county (and she could not leave her invalid mother) had the desirable schools taken and she was compelled to accept a rural school that had been refused by several successful country school teachers. It was far from a town; the road to it was almost impassible in winter as it was near the junction of two rivers, the pupils were undesirable, the school-house and its outbuildings were in a dilapidated condition, a new floor and stove being the most needed repairs. When the Wabash overflowed the refugees from the bottoms took up their abode therein, and thereafter each looked upon that special school-house as a wayside inn which they might enter and use as a bedroom and kitchen. Because of its remoteness the school-room was also used as a voting booth and for all political gatherings.

"Is there any school furniture?" Miss F—— asked one who had taught in that place and was giving her reasons for not accepting it for that year.

"Furniture? Well, if a table and chair for the teacher, and dilapidated desks pushed up against the walls and each other with only one-foot aisles, a bent tin cup, water and coal buckets, a badly worn broom and a shovel can be called school furniture, they are all in that thirty by twenty-foot room. Oh, yes, and the little twenty by five-foot entrance is packed in each end with the boards of the movable sliding election booth, and there is a strip of blackboard about nine by three feet and a broken stove. Now, Miss F——, I know you will not teach there any longer than I did, and there were four of us who tried to do our duty to the children six months of last year. I taught six weeks. I advise you to do as I am going to do. Learn shorthand—or why not accept Blank's offer of bookkeeper?"

But Miss F——'s love for school work led her to accept the position and her advice prevailed. The discontented young teacher did not learn shorthand, but went to normal school and is now a successful teacher in Utah.

Was the situation too darkly colored? No. Nor for months could anyone get Miss F—— to tell what she felt when she first visited the school yard. The trustee had warned her not to take valuable books or pictures to the school as they might not remain, but would probably be taken by the transitory tenants. So she sent her belongings to her boarding-house and went alone to inspect her school-room and yard. The outbuildings had no doors; there were no walks; neither was there a

single tree, and she had pictured the school as nestling among beautiful forest trees.

Peeping thru the bars on the windows she forgot the bare, broken outbuildings. Years ago, when the building was new, the plastered walls had been white, but now soot had tinted the upper part of the walls, and where the plaster was broken cobwebs had been gathering for years. Lead pencils held by inartistic hands had defaced the lower walls.

That was Friday morning, and before Saturday night the house and yard had received a general cleaning. To hide the pencil marks that showed thru the coat of whitewash and to remove the future temptation from the scribblers she tacked flower pictures about until the wall looked like a garden of posies. Here and there she had the picture of a boy and girl who seemed to be enjoying their surroundings. On the opposite wall were beautiful studies in faces and the back wall was hidden by a border of colored supplements of the Sunday newspapers. These were bright and each told a story which she later had the pupils write for composition work.

These pictures were changed with the season. Autumn Days, Hallowe'en, Thanksgiving, Christmas, New Year, and Easter brought a flood. The children loved these bright pictures.

"Perhaps," as Miss F—— explained, "it is not the Indian in us that is alone responsible for our love of bright colors; perhaps Mother Nature, who is so very lavish with her gay colors from early spring until winter, has been our instructor so long that we cannot be expected to admire the somber etchings and photographs until surfeited with the chromo tints."

The old, broken rusty stove was polished, but goldenrod piled from floor to stovepipe completely hid the unsightly object until its genial warmth made all forget its ugliness. Over the upper half of the windows branches of bright autumn leaves were hung after the stems had been wrapped with wet cotton covered with tinfoil to keep the water from evaporating. These were wet at each intermission and the branches changed when they were no longer a "thing of beauty." The very prettiest leaves were pressed between newspapers for two nights; every available inch of her bedroom—under bed, dresser, and washstand—was used. The leaves were then ironed with a smooth iron which had been rubbed with paraffin. This closed the leaf pores and kept the color. A touch of varnish made the leaves dust-proof.

The vines with large, dark-brown leathery leaves, the bright oak, maple, gum, and sumac leaves made bright and cheap decoration for the winter days, not alone for her school-room, but also for the little white frame church which stood on the edge of the forest that lay up and across the road from the school-house.

Scarlet ginseng, bitter sweet, and wild rose berries, with the crimson-gray draped ones of the sumac, mingled with the brown fantastic burs of the chestnut and gum-trees; the pods and brown berries of various vines, grasses, and water-lilies all were to be had for the work of gathering.

Soon that dingy school-room was bright and almost artistic. She hung large pictures of noted men. (The children knew Washington, Lincoln, but our Hoosier poet, James Whitcomb Reilly, was an unknown face to them). A new picture, a fine copy of some famous portrait or painting, was hung in the place of honor over the teacher's desk. The picture was changed whenever the lesson or

an occasion demanded. In this way only one picture of value was left in the school-room. Reference books were used in the same manner. Yet never was an article lost, strayed, or stolen during the school term.

But back to the first day. Monday morning brought two score and ten children, some unkempt, with mud over shoe-tops, showing the efforts the little lads and lassies had made to come to the school-house the first day, whether in search of knowledge or "to see the teacher who had always taught the rich children in the city," as one of the large girls said to Miss F—— that never-to-be-forgotten morning. There were more of the sunny-faced, clean, laughing boys and girls than of the unkempt, however. All seemed as eager to have "books take up" as a reasonable teacher could hope for.

Yes, it *was* an unclassified school, and for days, from 8:00 to 12:00 A.M. and from 1:00 to 5:00 P.M., it took all her energy to have recitations move intelligently, and at night she planned and planned. At intermissions she played with the pupils or directed the making of dirt levees to be used as walks to the outbuildings and to the stile. This gave the opportunity to classify in willingness, cheerfulness, neatness, and dexterity. That out-door classification was far more important than the one which put each child in his proper school grade, and it helped her over many a stumbling-block in that first year of rural school work.

She found in an old wardrobe charts of reading, arithmetic, and maps. The dirty, ragged ones were burned; the brightest were hung around the wainscoting where the children could see the printed words, arithmetical signs, and illustrations. She begged some old scissors, clothes, papers, calendars, and magazines from her city friends and took them to her boarding-house, and, with the aid of her landlady, made neat suits for the most needy children. She gave each primary pupil envelopes cut open at one end with her name on one side and his name on the other. One envelope was used as a holder of numbers cut from the calendars, another for letters cut from the advertising pages of the old magazines, and still another for the small pictures which the child cut. A pasteboard

box held the largest ones; the very prettiest large ones were pasted in a portfolio made by cutting two of every three leaves from a large illustrated hardware catalog. Each child was allowed to select a picture that was to be put into the portfolio from the old magazines, but he must first tell why he selected it. The one who told the best story was requested to write it neatly and this was kept and read on the visitors' afternoon. If the child could not write he asked an older pupil to write the story as he told it.

As the weeks went by young ladies and gentlemen of eighteen, nineteen, and twenty years came and a literary and musical society was started. This society gave entertainments during the winter and used the proceeds to buy books for a circulating library; now every school in the township has a neat bookcase and over one hundred books. The members of that literary society have been missionaries in circulating good literature. Two have graduated and become teachers. Others have gone into the commercial world, but none have done a nobler work than have those who married and remained in the district and are an aid to the teachers who succeeded Miss F——.

That township had never graduated a pupil from one of its twelve rural schools previous to Miss F——'s entrance on the rural teachers' list, altho adjoining townships had sent their graduates to the city high schools and to the State Normal. But now, after six years have rolled by, the list of graduates from that once despised school ranks very high mentally, morally, physically, and spiritually. The trustee said to Miss F—— at the close of her second term: "Miss F——, you have put a stone foundation under my rural schools. All my teachers have caught your desire for repairs and improvements, and I am glad to give you what you ask."

This is told that those who read may be encouraged even when school surroundings look as tho no sunshine could penetrate the intellectual darkness. Everywhere there await teachers just such opportunities as confronted Miss F——. She had no money, but she had what was better—the talent for using seemingly valueless objects, a devotion to her school work, and a desire to uplift the minds of those with whom she moved.



A SLOYD CLASS.

From "Swedish Life in Town and Country." Publishers, G. P. Putnam's Sons.

Physical Training by Means of Play.

By Belle Ragnar Parsons.

After all the dreams have been dreamt, after all the sermons have been said, after all the thoughts have been thought, the little child will lead. The pedagog may plan, the theorist may speculate, but it will be with a glance out of the side of his eye at the infant playing at his feet. And this, not because the child, but the philosopher is wise. Modern psychology is the searchlight which is being brought to bear upon education to-day.

For many years physical education has stood exempt from the relentless gaze of this modern child of psychology. The old readers have been frowned upon, the old spellers have been rooted cut, the old discipline has been put to shame, but the gymnastic drill goes on, with its dull monotony of one-two-three-four-five-six-seven-eight—nay, it grows and spreads, until it seems the one important part of the grand new scheme—"The symmetrical development of the whole child." But, while pedagogy is thus pushing its latest fad, science has also been at work, and now the time is passing when this or that nicely worked out scheme of medical gymnastics can be forced down the throats of reluctant children.

Physical education itself is now being subjected to investigation, and some very definite results have already been reached. One of the most startling of these results is the discovery that the gymnastic drill, as generally given, is as fatiguing, mentally, to the child, as the same amount of time spent on mathematics.

Physical education has stood a thing apart. Whereas all the work of the school has been subjected to the great psychological principles, this thing alone has stood aloof and unbending to the practical, near, and vital needs of the child.

Is there indeed, any relation between physical education in general? Do we get at the child's keen interest when we give him muscular exercises in the old task-master style? Are we making use of his self-activity when we give every exercise to imitation or command? Is there anything in the work to awaken his mind and inspire him to enthusiastic and independent research? Do the regular set exercises give his imagination much scope? Moreover,—does the old drill arouse a great deal of pleasure or give recreative enjoyment to the child? Truly the nicely worked out systems of gymnastics were not upset by any such considerations.

The open question then presents itself—how can these principles be brought to bear upon the physical work of the school? That "education is the symmetrical development of the whole child," has come to be so much of a truism that the teacher hears it and goes back to her work unaided by its theoretic blast of trumpets. After all is done and said, when she is actually confronted by the child in the school-room, the "lessons" are the important and tangible things. How to apply this theory to the daily curriculum is the definite question she wishes solved. Given the school-room with its limitations as to space, the subject matter with its time consuming proportions, how can the child gain a fine, free, physical development, a co-ordination of mind and muscle, an unconscious poise and carriage? How can all this be fitted into the already overloaded program of the school-room?

An attempt has been made to solve this question. It is open to the investigation of every intelligent and interested teacher. The scheme

needs to be tested, by various conditions, but the underlying principle is this:

First—The regular exercises already prescribed may still be used, but should be given a thought content, made vital.

Second—This thought content should be drawn from the near interest and environment of the children.

Third—The formality of the drill should be done away with as far as possible, and free, actual play substituted.

Fourth—The theme should be drawn from the subject matter of the daily school program. Thus, the children will be offered an opportunity to give expression to their impressions—to do, as well as to learn—to apply, each day, in action, the knowledge gained. The mental impression will, in this way, be made, at once, more definite and clear.

From the Farm.

A very simple method of introducing this work would be to review the summer experiences of the children. Perhaps some of them have been on a farm. If so, what a wealth of fine activities lies at the feet of the teacher. Let Johnny show how he could reach a branch of the apple tree by stretching or jumping. Then let all the children try it, first reaching several times with the right hand, then with the left. Or the children may stoop to pick the apples from the ground and lay them carefully into the barrel (excellent knee-bending and balance work.) The children will suggest many more things that they did in the orchard. The teacher may convert these activities into play, but she should watch most carefully for faulty positions, correcting the same by suggestions that will not make the children self-conscious, nor take them out of their world of make-believe. If Mary does not stretch her arm tell her to reach a higher branch; if Tommy is listless and sunken chested, show him an apple beyond easy reach, and tell him that only a strong, tall boy could get it, can he?

The imitation of the horse activities always delights the child; the walking, trotting, galloping, may all be practiced to stir up the sluggish circulation and arouse the respiration. Such vigorous activity should always be followed by some slow sustained movements.

The sowing and reaping of the farmer offer fine, large arm and leg movement, and lend themselves readily to a rhythmic swing of motion.

The Seashore

If the children have been to the sea-shore instead of the country there is nothing to be regretted. What with digging in the sand, rowing, swimming, and sailing, they can spend fifteen minutes a day for more than a week showing what they most like to do. The digging would give good trunk bending and arm movements, the rowing is fine arm and trunk work, the swimming develops the chest and gives a good poise to the head, sailing suggests arm movements in the hand over hand hoisting. The children might also play they were small sail boats. With one arm up for a mast, another held out at the side for a yard arm, some beautiful and graceful work can be gotten in sailing, tipping, rocking on the waves, etc.

For City Children.

If the children belong to that large class that stays in the city all summer, there is yet left the inspiration of the parks with their swings, and



The Farmer.



Poplar Tree—Stretching Exercise.



Woodman—Upward Stroke.



Weeping Willow.



Woodman—Downward Stroke.



Kite flying. General Exercise of arms, head and waist muscles.



Banyan Tree.

see-saws, or the vacant city lots and the advantages they offer for kite flying, or even the paved streets with ball and jumping the rope.

A representation of pushing the swing offers stretching movements from tip of toe to point of finger that cannot be surpassed by any carefully worked out treatise on physical training. Standing with one foot advanced, (to give a firm support), the children push the swings forward as well as upward, to avoid bending back at the waist, (which is always bad when standing.) Tell the children to watch the swing, thus gaining a good head upward stretch with every forward swaying of the body. This is a good exercise in rhythm, the push and return of the swing coming in strict and even time. The teacher could count for this work, or the class might sing some familiar song with good time and accent, suitable to the movement.

The see-saw may be taken in two ways, the

children representing the board by holding their arms out straight and stiff, or bending and extending their knees in imitation of the up and down movement when sitting on the board. This exercise lends itself to a very pretty game, opposite rows going up and down alternately. By dividing the class into thirds, the middle row may represent the board, and the outside rows the children see-sawing. This also may be done to music.

Imitations of jumping the rope give endless pleasure. If the children are cautioned not to jump more than eight times in succession, to always land on the balls of the feet, and to have a great deal of springiness in the knees, much of the harm that is laid up against this game may be done away with. The game is full of good activity, it offers the best possible manner of developing a sense of time, beat, rhythm, and is especially good in developing a physical response to mental suggestion, of shortening the reaction period, of

encouraging fearlessness and adaptability.

Playing ball—need anything be said to establish this universal plaything in the good favor of an adoring race? Surely with our football, baseball, tennis, croquet, golf, polo, it stands beyond any need of a special plea. But something may be said about the particular value of these movements to the primary child. He is sent to school and taught to write, that is, to use the muscles and nerves of his fingers before the larger and more fundamental muscles and nerve centers of the arm and hand have become adjusted and co-ordinated. This is, of course, all wrong, but it seems that it is to be. Our duty, then, is to meet the condition and prevent its ill effects. There is nothing better fitted to train these muscles and make these co-ordinations than the simple, tossing, rolling, bouncing, throwing, batting, and catching of the ball. Of course real balls in the school-room would mean confusion worse confounded. But, fortunately, child nature steps in to help us here, and is as happy pretending to toss, bounce, and catch a ball as in actually doing this thing, more so, in fact, for, while he is likely to miss the real ball, the child never loses his imaginary ball. These simple imitations, with their fine, large arm movements, may

later be given with bean bags, which are easier to catch than the ball, and which do not roll when dropped.

Here, then, are gymnastic exercises rich in movement, movements chosen from the child's natural and spontaneous play, movements which will awaken the dullest boy in the room to a sense of enjoyment and recreation, movements which will arouse the creative instinct of a child and give full scope to his self-activity.

Young America does not quickly respond to dogma, but, set his mind going in the right direction, allow him to use his creative self-activity, make the task vital and worth his while, and the thing you want is yours, even if it is, in skeleton, very like the dull drill which he hates. "Who knows?" or "Who can show me?" are touchstones that will bring to life a whole room full of inattentive and listless children.

Nor will they leave the suggestion behind them in the school-room with their books. Once the thought is set going in their small heads, they will carry it to their play, thus, while the play enriches the school life, the correct physical position and movements given in the class-room will make more correct and valuable his free, out-of-door play.

A Christmas Tree Talk.

By BERTHA E. BUSH, Iowa.

(To be given by the teacher on the morning of the last school day before Christmas.)

Out in the woods and in the parks the wind whistles thru the bare branches. The nests that were so cunningly hidden are all exposed now. The lovely green leaves that danced and rustled all the summer and the scarlet and yellow glories of the autumn are gone. But one tree stands green above the snow and looks lovelier than it did in summer. In a few days men will bring it into the house and it will be filled with lights and ornaments that glitter, and smiling dolls in beautiful dresses and every kind of toy that children love. What will we call it then?

I will tell you a story about the Christmas tree. It is not a true story, but it has a true meaning. See if you can find it.

Once upon a fair autumn day when the trees were gathered together there came a call for leaves. But the trees did not wish to give their leaves.

"Mine are all newly dressed in brightest scarlet and gold," said the hard maple. "I cannot give them up."

"Mine belong to me. I shall hold on to them always," said the rough, gnarled old oak.

"Mine dance so prettily, I cannot bear to give them up," said the ash.

"We shall be bare ourselves if we give up our leaves. No one has a right to ask us that," said the other trees.

But the pine, which then had broad green leaves, the fairest in the forest, said not a word, but dropped hers down at once, leaving only the stems upon the tree.

"You will never get them back again," said the other trees.

"Never mind," answered the pine. "If some one had not needed them more than I they would not have been called for."

The pine tree never did get back her broad, green leaves, but the stems that were left became thicker and greener each day until they became the pine needles we know so well. One by one the leaves of the other trees loosened and dropped off. The trees could not hold them, altho they tried. But the thick, furry pine needles did not loosen. When all the other trees stood bare in the snow, the evergreen was as green as in the summer.

By and by men wanted a Christmas tree to celebrate the birth of the little Christ-child. So they brought in the evergreen tree and crowned it with lights and sang Christmas carols around it, and the tree was happier than it ever dreamed of being before.

This is not a true story, but there is a true Christmas story something like it. It is the story of how the Son of God in heaven put by all his splendor and came down to earth to be a little child of poverty in a manger that he might bring us his blessing.

Let us think of this now while we decorate our school Christmas tree.

Let an evergreen tree or branch be set up in the school-room and let the children string popcorn and cranberries, and make pretty things to put on the tree. Then let four children advance with a star, a Christmas angel, a candle, and the brightest gilt ornament you can get to put on while they recite these verses. If it is impossible to set up a real tree, one may be drawn on the blackboard and the children may festoon a draped box in front of it.

First Child.—

I bring a pretty, shining star
To put on the Christmas tree,
To make us think of the star in the East
That shone for the Wise Men to see.

Second Child.—

I bring an angel with white wings
For the Christmas tree to-day,
To make us think of the angel songs
The shepherds heard far away.

Third Child.—

I bring a pretty candle here
To shine on the tree so bright;
To make us think of the star that shone
That very first Christmas night.

Fourth Child.—

I bring an ornament of gold
With a tender, loving thought
Of the Baby Christ the Wise Men saw
And the gifts of gold they brought.

All the School.—

We bring the loveliest things we can
To trim the Christmas tree.
May its glad light shine in every home
For every child to see!

More than Half a Century in the Same School.

By JANE BRUCE BRANCHAU, Oswego, N. Y.

When the public schools of Oswego, N. Y., recently celebrated the fiftieth anniversary of their founding, the most frequently mentioned partaker of the exercises on that occasion was Miss Ellen M. Bruce, who has taught in the same primary school for more than half a century.

Having been graduated from the Red Creek (N. Y.) academy, and with a few years' experience as teacher in county schools during which she "boarded round," she readily found a position to

takes much interest in the lives of those whose characters she early helped to mold. But she speaks most lovingly and sadly of her "Boys in Blue," who fought and fell in the Civil war and of her "Philippine Soldiers."

Altho Miss Bruce is reserved and shuns notoriety, yet among her relatives and near acquaintances she will relate comical incidents that have occurred during her school life. She is also something of an original humorist in the real meaning of that term. When recently urged by her friends to give up teaching and enjoy a well-earned rest, she replied, "Despite the fact that two floors have given way beneath my feet and I am now treading out the third, and the second roof now shelters my head, this is still to me the same little school-house where I have taught so long. Fifty years is a long time to be planted in one place, and in half a century one takes root deeply, especially one whose inhabitiveness 'stands at seven' in the calendar of the phrenologist. Who knows but that I may be permitted to round out a full century in this very school?" And in September, 1904, despite predictions to the contrary, she began her fifty-second year in fairly good health and with the cheery air of one who is again at "home," ready for the usual duties.

Miss Bruce comes from a family of nine children, seven girls and two boys, of whom all but one boy taught school. One brother, E. C. Bruce, D. D., now a retired Methodist minister in Syracuse, N. Y., taught languages in Red Creek academy over sixty years ago. A sister, Mrs. Jane B. Smith, taught in Oswego fully twenty-five years before her marriage, and has a son who is now a professor in the Oswego normal school. Another sister, Miss Augusta Bruce, taught in the West for some time and has been for ten years principal of a girls' boarding school at Oahu, Hawaiian islands.

Mrs. D. K. Hollenbeck, of Perrysburg, Ohio, is



Miss Bruce as she looked when she began teaching.

teach upon coming to Oswego in 1853. She was assigned by the then board of education to primary school No. 10 on the east side, more generally known as "the little brown school-house." There she has stayed on, year after year, teaching children, their children, and in a score of cases their grandchildren. Later, in addition to her regular work, Miss Bruce began studying with the late Dr. E. A. Sheldon, then principal of the Oswego normal school, and was, in fact, a member of the first class that was graduated from that institution.

Love of children is certainly inherent in Miss Bruce's nature, for during her vacations she is lonely for the patter of little feet, for the bright sayings of the children, and for the busy school life. She is kindly yet decided, and the children obey her readily and still adore her. They are taught a modest demeanor and old-fashioned courtesies that are novelties in these days of strenuous twentieth century children. At close of school each girl with a bow and each boy with cap in hand responds politely to the teacher's pleasant "Good-night." One youngster, mindful of Miss Bruce's welfare, responded as he picked himself up from the icy sidewalk, "Good-night, but don't upset as I did."

Naturally this veteran teacher receives many visits each year from her former students, and she



Miss Bruce as she looks to-day.

another sister who taught in the West, and she now has three daughters, all of whom are teachers. Miss Mary S. Bruce has taught all her adult life in a large school at Seattle, Wash., for about fifteen years. Of the other two sisters, one died in her early twenties, and the remaining sister married after a few years' experience as art and music teacher in a large private school.

School Gardening in Yonkers.

Last year the Woman's Institute of Yonkers secured a back yard attached to an uninhabited house, and determined to use it as a vegetable garden for boys. Thirty-five boys were given permission to plant vegetables in this small space, and were supplied with seeds and tools. The accompanying pictures "before and after" show how enthusiastically they entered into the work and how much they were able to accomplish.

So successful was the experiment, and so keen an interest was developed, not only among the thirty-five young husbandmen, but also in their circle of acquaintances, that the ladies at the head of the Woman's Institute thought that it would be safe to extend the scope of the experiment, and see what could be effected upon a larger scale. An estate owning an entire city block offered the use of the ground. It was an ideal spot for a garden, and the institute gladly accepted the offer.

back yard was still maintained, but this year it was turned over to little girls. As all the boy applicants could not be accommodated, a waiting list was formed, and from it vacancies were from time to time filled up. Sixty vacancies occurred during the season, the principal causes for resignation being the securing of employment, and removals from Yonkers.

Mr. Mahaney, a practical gardener, was secured as superintendent, a man the boys liked, and he instructed them in the best method of preparing the ground. A charge of two cents a week was made for seeds and the use of tools. This was, of course, a merely nominal charge, but it gave to the boys a feeling of proprietorship, and saved them from any humiliating sensation of being patronized. Mr. Mahaney took four plots of ground as "observation" gardens, that is, he worked those four plots himself, that they might serve as object les-



The Original Garden, Before Cultivation.

This block, an acre and a half in extent, forms the crest of a hill, and is one of the highest points in the city of Yonkers. On all sides stretches a beautiful panorama of wooded hills and valleys, picturesque as only the Hudson river valley can be. On very clear days the Statue of Liberty can be seen. A breeze continually sweeps over the hill tops and tempers the rays of the midsummer sun. The block is level, and remarkably free from rocks. With such a combination of view, temperature, and soil it would have been difficult to have obtained a better site for the amateur gardening.

A secure fence was built around the ground, and a commodious tool house erected. The land was then spaced off into two hundred and forty gardens, and the boys of Yonkers were invited to enter and dig.

Three hundred immediately responded to the invitation, among them thirty of the thirty-five gardeners of the previous year. That garden in the

sons to his youthful imitators. Each plot in the field was 10 by 19 feet, giving to the small owner a comfortable space in which to exercise his ingenuity.

The gates were unlocked at eight in the morning, and there was always a host of boys eagerly waiting for admittance. They secured their implements from the tool shop and instantly fell to work. From that time until the gates were closed at six, the garden presented a scene of unintermitted activity. It was laid down as a rule that a boy must come to the garden on two days in each week and do something with his plot, or it would be forfeited and given to some one on the waiting list. But there was never any need to enforce this ordinance. The majority of the plot-owners worked for many hours during the six days of the week, and there was a not inconsiderable number who literally seemed to live in the garden. The enthusiastic tenacity with which these Yonkers boys weeded and



The Original Garden, at the End of the Year.

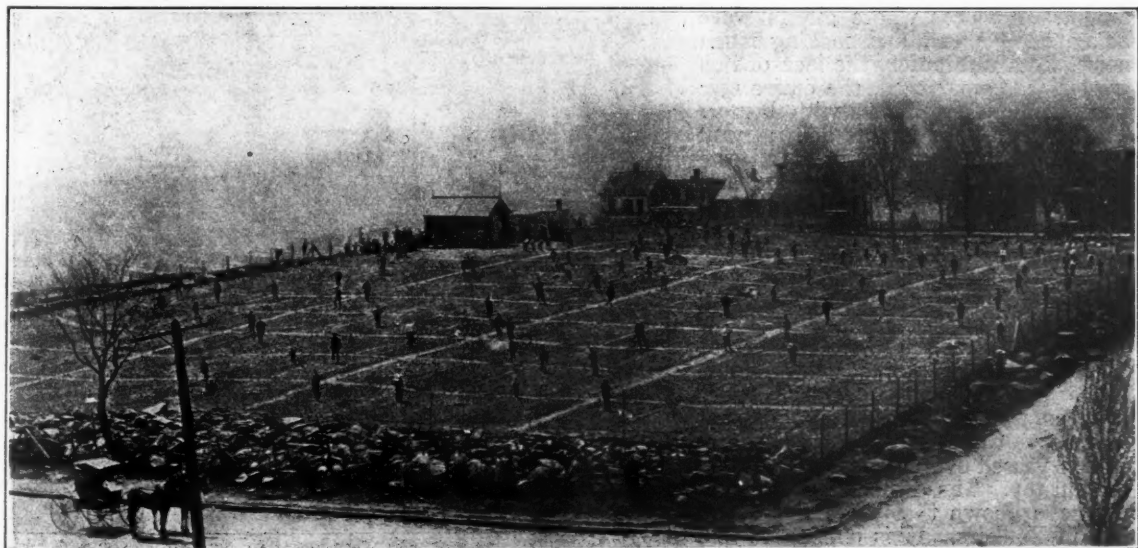
watered, dug and planted can only be compared to the paternal care that a Rhenish or Westphalian farmer bestows on his tiny *parcel*.

The boys obtained what vegetable seeds they desired, planted them in the way they desired, and worked at their plots in their own manner. Mr. Mahaney was always ready to go into conference and give advice, but the advice was never given unless it was asked. There was thus no governance. Each boy felt perfectly free to do as he wished, with no irksome rules to obey, or even plans to live up to. There was thus no sense of compulsion or of toil. As spontaneously and as naturally as baseball is played or a swimming frolic is indulged in the quiet work went on all over the garden.

There was only one rule. Blank books were provided, and each of these youthful truck farmers was required to write a few notes concerning each day's work,—to keep a sort of diary. These diaries

have been preserved, and are a very interesting collection. Only a brief memorandum was required, such as "July 12—Hoed and raked plot, planted cauliflower," and to such economical entries many of the boys confined themselves, especially the younger ones, with very interesting specimens of childish autography and grammar. Quite a number of the boys, however, went much in detail in their accounts, and seemed to take a pleasure in describing their work, second only to the work itself.

Another regulation there was, however, so necessary that it appealed to the common sense of the boys, and met with no objection. A plant was not to be pulled up until it had been inspected by the superintendent and his permission given. This was necessary to prevent the vegetables from being destroyed before they were fully ripe. The boys were so eager over their gardening that they would have been liable to have pulled up their plantings



The Boys on Their Plots.



The Garden of This Year.

to see how they were getting along. There was never any difficulty over this rule.

The ages of the boys ranged from nine to fourteen, and they came principally from the poorer sort of homes which lie in the valley on the west overlooked by the hill crest garden. In this valley are the main buildings of the great carpet establishment which is the leading industry of Yonkers, and the parents of most of the boys were employed in these mills. But a sprinkling of the two hundred and forty came from other kinds of families, a few being supplied from the handsome mansions which face the garden on the east and north, the most desirable residence section in Yonkers. These handsome houses, with their well kept lawns and flower beds, had suffered much in previous years from the depredations and rudenesses of the boys from the valley, who made nightly irruptions into the beautiful hill region, tearing palings out of fences, stealing valuable plants and shrubs, hooting around residences where guests were being entertained, and making much noise. When therefore the idea of this garden was announced, the entire section mentioned shivered with horror. The hill would now be the daily as well as the nightly rendezvous of all the ragamuffins of the mill quarter, and peaceable householders would know no rest. Many complained openly to the Woman's Institute. It was not right to establish a focus and seminary of mischief in the very heart of a beautiful region of cultured homes.

Now, it is a curious fact, that whereas these depredations and noisy disturbances had taken place regularly every summer, time out of mind, they did not occur once this year. The entire warm season passed by in serene quietness on the hill top. The dwellers there would not have known that there was a bad boy in Yonkers. It is difficult to find just the explanation which will fit all

of these facts. Probably it will be best not to attempt an explanation, but simply to say that it could not have been a mere happy coincidence. It was cause and effect.

Mr. Mahoney bears emphatic testimony to the good conduct of the boys. Not once during the summer did a boy have to be rebuked for any cause whatever. Not once did a single case of misappropriation or vandalism occur. Each boy attended to his own parcel of ground, and never apparently thought of interfering with the property of his neighbor. And there was no vandalism from outside either. On several occasions, late at night, strange boys from other parts of Yonkers, seeing the garden as they passed, attempted to invade it or at least surreptitiously snatch at plants from underneath the wire fence. In some way the garden boys, as they called themselves, knew of these attempts as soon as they were begun, and



Measuring the Ground.

the foreign invaders had to flee for their lives. How the garden boys knew of these midnight invasions on their property Mr. Mahoney cannot explain. Either it was some extraordinary psychic information which roused them out of their beds at the critical moment, or they were so fond of their garden that they not only worked in it in the day, but all night. At all events, the garden was safe.

A perfectly democratic spirit prevailed among the boys. The rich ones assumed no airs, nor did the ragged and barefoot boys, who as a rule were more successful with the vegetables, take a superior manner on that account. It seemed as if there was so much fun in these gardens that it was foolish to neglect that fun for such inferior inducements as mischievousness and quarrels. To the gardens indeed they begrudged the day of rest, and on Sundays hung in little groups over the fences, in animated agricultural discussions.

To most of the families represented the vegetables which their cultivators took home formed a welcome addition to the table. Mr. Mahoney estimates that, at low market rates, each patch yielded on an average, six dollars' worth of produce during the year. Indeed, the boys were remarkably successful in obtaining results, all of the ordinary vegetables coming up out of the ground in most excellent condition.

It seems hardly necessary to add any moral to such a tale. Here was a vast mass of pleasure given to two hundred and forty lads, without, as is seldom the case in this tangled world, a single drawback to the pleasure. And with that pleasure was an equally vast amount of good, hidden from the boys themselves, who had no idea, while they joyfully hoed and drained, that they were being



Measuring the Result.

kept from evil occupations and taught all manner of desirable lessons. The pictures on these pages will illustrate how the benefits of accuracy, thoroughness, and many other qualities were strengthened by the processes gone thru in tending a garden patch.

The contact with Mother Earth always brings sanity and strength. Many a boy, as tired with bending at his work, he raised himself up straight, and resting on his rake looked around on that wonderful valley thru which "the lordly Hudson seaward rolls his heaving tide," must have felt stirred within him appreciations of beauty and aspirations of excellence, which not understood at the time, may, as from this nurture they grow in the future, produce in many lives a rich return.

The President's Thanksgiving Proclamation.

It has pleased Almighty God to bring the American people in safety and honor thru another year, and, in accordance with the long, unbroken custom handed down to us by our forefathers, the time has come when a special day shall be set apart in which to thank Him Who holds all nations in the hollow of His hand for the mercies thus vouchsafed to us. During the century and a quarter of our national life we, as a people, have been blessed beyond all others, and for this we owe humble and heartfelt thanks to the Author of all blessings. The year that has closed has been one of peace within our own borders as well as between us and all other nations. The harvests have been abundant, and those who work, whether with hand or brain, are prospering greatly. Reward has waited upon honest effort. We have been enabled to do our duty to ourselves and to others. Never has there been a time when religious and charitable effort has been more evident. Much has been given to us, and much will be expected from us. We speak of what has been done by this nation in no spirit of boastfulness or vainglory, but with full and reverent realization that our strength is as nothing unless we are helped from above. Hitherto we have been given the heart and the strength to do the tasks allotted to us as they severally arose.

We are thankful for all that has been done for us in the past, and we pray that in the future we may be strengthened in the unending struggle to do our duty fearlessly and honestly, with charity and good will, with respect for ourselves and with love toward our fellow-men. In this great republic the effort to combine national strength with

personal freedom is being tried on a scale more gigantic than ever before in the world's history. Our success will mean much not only for ourselves, but for the future of all mankind; and every man or woman in our land should feel the grave responsibility resting upon him or her, for in the last analysis this success must depend upon the high average of our individual citizenship, upon the way in which each of us does his duty by himself and his neighbor.

Now, therefore, I, Theodore Roosevelt, President of the United States, do hereby appoint and set apart Thursday, the 24th of this November, to be observed as a day of festival and thanksgiving by all the people of the United States at home or abroad, and do recommend that on that day they cease from their ordinary occupations and gather in their several places of worship or in their homes, devoutly to give thanks unto Almighty God for the benefits He has conferred upon us as individuals and as a nation, and to beseech Him that in the future His divine favor may be continued to us.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington this 1st day of November, in the year of our Lord one thousand nine hundred and four, and of the independence of the United States the one hundred and twenty-ninth.

THEODORE ROOSEVELT.

By the President:

JOHN HAY,
Secretary of State.

The Girls' Technical High School of New York.

By Adolphe Monell-Sayre.

This is a cheerful institution. I do not recall any school that has a more pleasing mental atmosphere. The first thing I saw on opening the front door was a string of mottoes extending across the hall:

WELCOME,
WILKOMMEN,
BIENVENUE,
BENVENIDO,
SALVE,
XAIPE,

and a shorthand translation of the same which I cannot reproduce here. As I entered the office of the principal I heard an enthusiastic voice exclaim: "It's the best I have seen yet, how long did it take you to do it?" This query was brought out by a drawing that one of a group of girls had brought in. It proves to be a usage of this school to hold a levee every morning before nine o'clock, when two or three students are sent by each teacher to exhibit some class-work done on the preceding day. I am not familiar with this practice. I think it unusual; but I like it. Very different is it from the receptions we usually associate with a principal's office—so easy to let it become a place of cutting words, tears, and the various depressing suggestions of punishment. The room is full of girls laughing and chatting, waiting to be called up to show what their class has done. They are sent to the principal to hear his criticism and this is usually one of praise and compliment.

While I wait my turn I wonder at the fear school people have to use commendation. I have heard that superintendents sometimes forbid its employment. They regard praise as a species of dynamite to be carefully swathed in the safe recesses of the official mind lest an explosion should shatter a cherished system; so when the precious praise is let escape at all, it exudes drop by drop on such rare occasions as to make them memorable in school history.

I like the opportunity this Girls' Technical school plan gives a principal to know other than his "troublesome" pupils, and to be himself something other than an ogre. I was not surprised to hear Mr. B. W. Johnson of the Seattle high school say, "This emphasis placed on commendation instead of on condemnation; this practical way of carrying it out, is worth coming to New York to see. We are going to introduce it in Seattle."

The School and Its Principal

The Girls' Technical high school of New York is a year and a half old. Seven years ago Henry Taft secured in the charter of the city a statement of the right and power of the board of education to establish trade schools. In June 1902 the board reorganized the Commercial high school for girls and rechristened it the Technical high school. The down-town portion of the Wadleigh high school, Girls' Commercial high school, and the new technical courses were organized as one school and put in charge of Prin. William McAndrew, known to readers of THE SCHOOL JOURNAL thru his connec-



"SENT TO THE OFFICE."

Being reported to the principal in the N. Y. Girls' Technical High School is a daily occurrence for fifty or sixty girls. This is chiefly to advise him of the best work done in the classes on the previous day,



A SPEED AND ACCURACY TEST IN SEWING.
Students of the Girls' Technical High School, New York, in a hemstitching race.

tion with the movements to improve the social condition of teachers.

Mr. McAndrew's previous work had comprised the principalship of a Chicago high school, of a Brooklyn manual training high school, and the management of the advertising department of the Great Northern railway. He is an educator of marked originality, somewhat lacking in respect for tradition and authority, a genial executive, of stimulating personality, who has established between himself, the teachers, and the students, a reciprocal relation of service, respect, and affection.

Beginning with 338 students in 1902, the school has grown to a membership of 2161 in all courses. It is now housed in four buildings, at 34 to 36 East Twelfth street, at 146 Grand street, at 244 East Fifty-second street, and at Eighty-second street and West End avenue. The various newspaper reporters who have written stories about the school characterize its buildings as a disgrace to the city. This is to speak mildly. The Twelfth street structure is so dark as to require artificial illumination in its classrooms all day long. Its cellar-rooms are, in spite of the heroic efforts of the building bureau and the janitor, utterly unfit for human occupancy. The Grand street building is not suitable for classes at all. Poorly lighted, poorly ventilated, held together by architectural splints and bandages, it is so close to the bang and rattle of heavy trucking traffic that even the constant shouting of the teachers cannot be heard by an entire class. My wonder is that all of the teachers are not possessed of nervous hysteria.

Yet these women are a remarkably cheerful company. At their own expense they have papered and decorated their rooms. Soft-tinted friezes are ornamented with fine engravings and casts. Prints conceal the cracks in the walls. Artistic forms and colors, applied with feminine skill, have turned dungeons into cozy little studios. I am impressed with the fact that a very superior corps of teachers has been gathered here, and that they are maintaining a spirit of remarkable enthusiasm and are reflecting their bright selves even on the walls. But the noise and the lack of light! I am

wondering how long flesh and blood can hold out against them.

People Who Know What They are After.

Everywhere in this school I see evidences that its processes are well thought out and that they are being specifically directed to produce results. More than one teacher referred to this as I talked with her. In the office of each building is a bound "Manual of the Girls' Technical High School," outlining the policy of the institution and stating what the school is for and what it hopes to accomplish. This manual was printed in *Educational Foundations* for April, 1904, as an essay of general interest to teachers. The basis of this manual is the direction of the city superintendent that the school make a more definite preparation for the occupations and responsibilities of life than other schools do; that it prepare girls to earn their living at an early age while contributing largely to their physical and mental culture.

It is easy to discover that the teachers are not content with "covering a subject." The test of progress is clearly not "what have you been given?" but "what can you do?" I find this emphasized in all the syllabuses and outlines made



COMMON-SENSE ELOCUTION.
The voice training given in the Girls' Technical High School of N. Y., is based upon every day conversation.



COSTUME DESIGN.

A class in the Girls' Technical High School, New York, sketching children's dresses.

by the teachers. The instructors of the technical classes told me that not enough time is available to train a girl in all the details of garment making

is then marked upon it the speed, the accuracy and the general quality of the work. At the end of the course an exercise of similar difficulty is given

but that the emphasis upon principles and the training to right habits is dwelt upon. The personal powers of each girl are sought for rather than the completion of a course. I was told that to aim at such powers without any standard by which to measure progress in them would be too vague a procedure, unless examinations are devised aimed especially at the qualities designated. So, in the sewing classes, which manual-training authorities claim can teach neatness, order, accuracy, attention, speed, etc., tests, in attention, for instance, are given at the beginning and end of the course and the ratings compared. A complicated direction involving cutting, matching, and stitching is given by the teacher slowly and without repetition. Without note taking of any kind, and without opportunity of looking at her neighbor, each girl completes the piece and there



"IS IT BECOMING?"

Students of the Girls' Technical High School, New York, trying to match a girls' hair and complexion with different textiles.

and the gain in these qualities recorded. Cards containing printed directions, all different, are handed to the girls and they are required without further guidance to translate the printed words into action.

In the matter of neatness every student has a record made of the condition of the sewing kit, of the work-box, etc., for orderliness; the gain in this quality is recorded.

The same plan is followed in the cooking class. The qualities aimed at are tested at the beginning, middle, and close of the term.

So, also, in physical training, commercial arithmetic, and all the studies, the gain of personal power is, wherever possible, reduced to a quantitative basis in order that at least some of the gain made can be shown to be susceptible of measurement and proof. I found these people fully aware of the impossibility of measuring all mental qualities by such methods, but believing that work is strengthened by definite tests of such qualities as are measurable. They showed me tests of the time and accuracy of pupils' ability to add, subtract, multiply, and divide. Alongside of tests at the beginning of the term were similar ones, after instruction, showing an increase of 85% in accuracy and 50% in speed.

The courses of study are planned to meet a great diversity of wants. There is the regular academic course, identical with that of the other Greater New York high schools, and leading to college or to the training schools for teachers. The plan of the school also includes:

- A commercial course.
- A course for dressmakers.
- A course for designers.
- A course for housekeepers.
- A course for printers.

A course for milliners.

A course for library assistants.

Courses in various manual trades.

Self-Management by Girl Students.

The teachers are organized into departments according to their specialty. Each set of teachers elects a chairman who presides at the meetings, conferences, etc. Each class of students is organized with three officers, a captain, a secretary, and a housekeeper. The captain takes charge at the close of each recitation and conducts the class to its next room. She also conducts the "setting up exercises" or, as they are commonly called, "the Luther Gulicks," from the name of the physical training director who introduced them. These occur at the beginning of every recitation, when the windows are opened, the air renewed in room and lungs, and the physique toned up by brief gymnastics. The secretary keeps the attendance records. The housekeeper carries the keys of the clothing wardrobes and lets her charges in and out.

I noticed the tendency to student self-government to be very marked. The opening exercises were conducted by a committee of girls who sat upon the platform, one reading the scriptures; others conducting the elocution and voice-training class, which has for its basis the reproduction of interesting passages of news from the daily papers. This committee is a self-perpetuating body, appointing its successors at the week's end. During recitations I frequently found the teachers seated among the girls. Girls take part in faculty meetings; girls preside at the public receptions of the school and at commencement exercises, giving bouquets to the teachers instead of to one another.

I like the spirit of the place. That immobile



ACQUIRING SPEED IN HOUSEWORK.

Students of the Girls' Technical High School, New York, timing themselves while preparing a meal.

rigidity, that deathlike stillness, so common in some New York school assemblies; that Sing Sing lock-step, or something like it, which pupils are commonly required to use when moving from place to place, is lacking. The young ladies are as natural as they would be in any public meeting and as free as the young women collegians at Vassar or Smith's. Cordiality and dignity, naturalness, laughter, a big family living happily together, this is the impression I get of the school.

I see that others have formed the same opinion. The principal has a "Blue Book" for teachers to look in when they feel discouraged. It is made up of comments on the school that have been written by visitors or printed in the papers. In it I read these extracts:

From Messrs. C. C. Henson and F. L. Greene, of the Teachers college:

"The spirit of initiative; the much talked-about but seldom seen 'self-activity'; true freedom, that is, liberty within limits, self-controlled, the spontaneity and naturalness of the girls, confirmed the modern idea that real dignity is a thing developed not imposed, internal not external."

From C. N. Cobb, inspector of the state department of public instruction, Albany:

"The school is especially worthy of praise in that it not only aims at accurate work but secures it. The girls are trained to self-reliance, self-initiative, self-government, and self-respect to a degree that is surprising."

From Commissioner Patrick F. McGowan:

"This is the most practical school, and these are the most practical girls, and these the most practical teachers I know of."

I myself will contribute this statement for "the Blue Book," that in this school is real American education, administered with a refreshing amount

of common sense resulting in personal initiative, self-development, and dignified freedom.

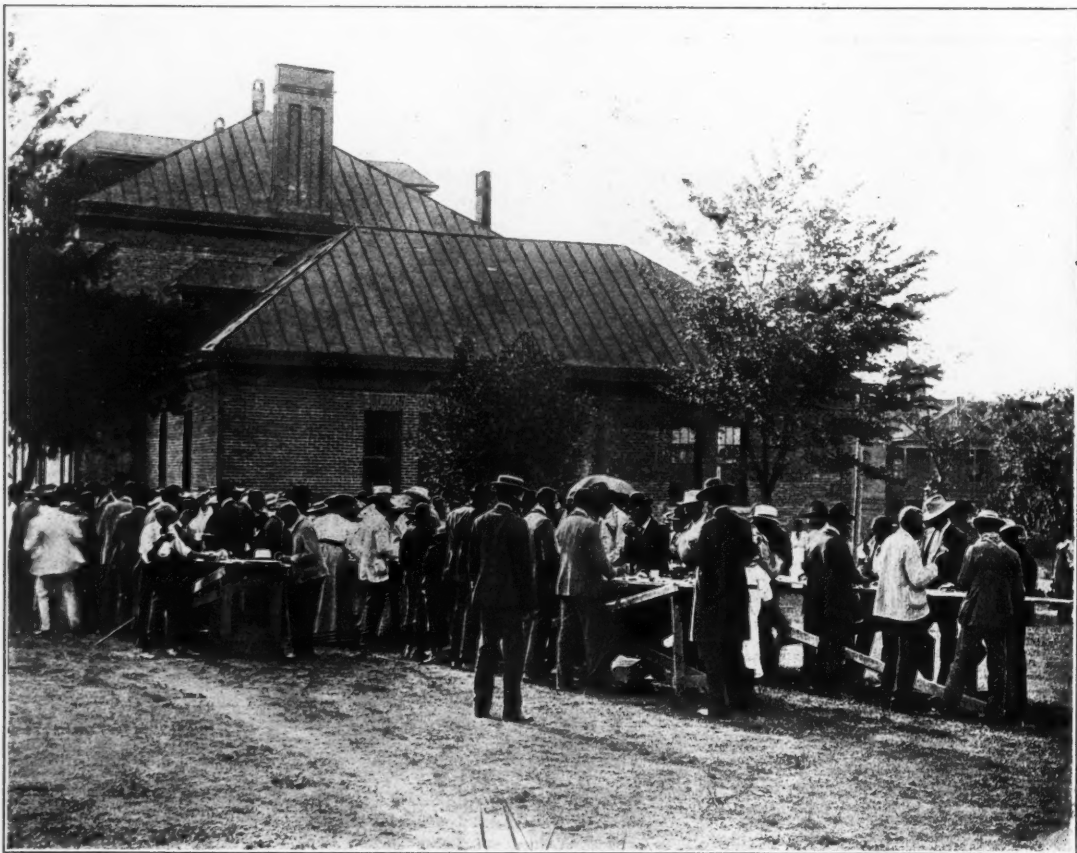
The Public Demands Schools of This Sort.

I think the technical curriculum of the school needs revision. Teachers and principal, in answer to my questions, admitted its brevity as compared with those of other trade schools. The stenography teachers especially bewailed the inadequacy of their time allowances. The trade work is much narrowed to permit the students of it to study biology, etc., subjects whose relation to dressmaking or typewriting is difficult to realize. As far as the technical courses go they do well but they do not go far enough. Some are absurdly short, mere smatterings. One longs to see these people turned loose in the field of practical education for girls, unhampered by inflexible courses with so many lines of study that the wage earner sees no use of and has no interest in. This school could turn out energetic, well-poised young women, capable of taking care of themselves in our strenuous commercial struggle.

To quote, once more, from the principal's "Blue Book," Dr. Andrew S. Draper, New York state commissioner of education, hits the nail on the head when he says:

"From the report of our inspectors and from other sources of information I am led to say that this institution is one which deserves all the help that can be given it by public officers. I am sure that such help will gratify public sentiment and help a most worthy cause."

Thanks are extended to the advertisers in this the Annual Souvenir edition of THE SCHOOL JOURNAL, without whose co-operation this beautiful number would not have been possible.



NOON RECESS AT THE FARMERS' INSTITUTE AT TUSKEGEE, ALABAMA,

One of the great influences for good in the South is Booker T. Washington and his wonderful school at Tuskegee, Alabama. In connection with this work a farmers' institute is held every year in which the useful negroes of the black belt take a lively interest. Here encouragement is given to every form of industrial life and the colored farmers are especially benefited by practical council and good fellowship. This picture shows several happy groups at their luncheon during the noon recess.

BOOKS AND MAGAZINES

The prospectus of *The Century Magazine* for 1905 is especially strong in fiction. There are to be short novels by Mrs. Humphrey Ward, Kate Douglas Wiggin, and Alice Hegan Rice, who wrote that great popular success, "Mrs. Wiggs of the Cabbage Patch." Mrs. Rice's story will begin in the December number and the others will follow. Mrs. Ward's novel, like "Lady Rose's Daughter," has characters which are actual personages. Mrs. Wiggin's story is said to be one of the most charming she has ever written. The title is "Rose o' the River."

Besides the above serial feature, *The Century* has an extraordinary list of short story writers including Kipling, Crawford, Anthony Hope, Owen Wister, Booth Tarkington, Irving Bacheller, and many of the best known American and English writers. A series of "Great Inventions Described by Their Inventors," will be a drawing card. It is announced that Mr. Westinghouse will tell the story of his air brake, and Mr. Brush, the arc-light, etc.

A striking feature of St. Nicholas for Young Folks during the coming year is to be a serial fairy story by L. Frank Baum, the author of "The Wizard of Oz," each installment of which will be beautifully illustrated in color. There are many other attractive announcements in the St. Nicholas prospectus, including a series on "The Practical Boy," telling boys how to use tools, and another series by a specialist on judging pictures.

The Century Co., announces a large sale for its recently issued novels. "The Rose of Old St. Louis," "Tillie," "Order No. 11," and "Four Roads to Paradise." The stories are far above the average in literary finish and in interest. All are illustrated. New fiction just coming from the press includes, "The Madigans," by the author of "In the Bishop's Carriage," "Ellen and Mr. Man," a new love story by Gouverneur Morris, who wrote "Aladdin O'Brien," "The Staying Guest," a novel by Carolyn Wells, "Paths of Judgment," the latest story by the author of "The Rescue," "The Gray World," a story of earth and the unseen by a new English writer.

Dr. Weir Mitchell's tour de force "The Youth of Washington: Told in the Form of an Autobiography," is attracting wide-spread attention. It is not exactly history, nor is it fiction; it is a mixture of both, but one can hardly tell in reading it what is George Washington's and what is Dr. Mitchell's. At any rate, it gives us a clear idea of the youth of Washington up to his twenty-third year.

There are many beautiful Christmas books offered this season in the stores, but nothing handsomer than "Italian Villas and Their Gardens," by Mrs. Edith Wharton, with its wonderful illustrations in color by Maxfield Parrish. Those who seek a less expensive gift will find it in the new illustrated edition of Mrs. Ruth McEnery Stuart's popular "Sonny" (\$1.25), or in the new novel, "Fata Morgana," by the famous artist Andre Castaigne. For children "The Brownies in the Philippines," a new Brownie book by Palmer Cox is recommended, or for boys who love athletics, "Baby Elton, Quarterback," or for little girls who want to learn about gardening, "Mary's Garden and How It Grew."

Readers of this column are invited to send to The Century Co., Union Square, New York, for the new illustrated catalog containing a full description of the company's new book, with a classified list of books for boys and girls, by which one finds it easy to select a book for a child of any age or sex.

THE CENTURY

1905 MAGAZINE 1905

There is always one by which the rest are measured. In the magazine world, that one has always been and is to-day THE CENTURY. Ask writers where their best production are first offered; ask editors which magazine they would rather conduct; ask public men where articles carry most influence; ask artists where they would prefer to be represented; ask the public what magazine is the first choice among people of real influence, and the answer to each question is the same: *The Century*.

Are YOU going to have THE BEST in 1905?

A GREAT FICTION-YEAR

Serial Stories by

MRS. HUMPHRY WARD KATE DOUGLAS WIGGIN
ALICE HEGAN RICE

Author of "Mrs. Wiggs of the Cabbage Patch,"

WITH A FIVE-PART SEA-YARN BY L. FRANK TOOKER

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Anthony Hope
Marion Crawford
Jack London
Owen Wister
Elizabeth Robins
Myra Kelly

Ruth McEnery Stuart
Maud Wilder Goodwin
Eden Phillpotts
Julian Hawthorne
John Luther Long
Gouverneur Morris
Miriam Michelson

Irving Bacheller
Joel Chandler Harris
Elliott Flower
E. W. Townsend
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Booth Tarkington
and 25 others

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ST. NICHOLAS

FOR YOUNG FOLKS

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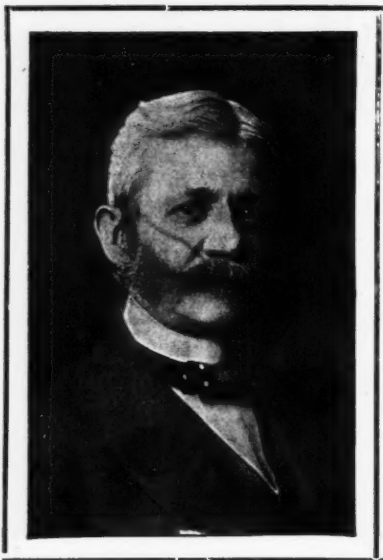
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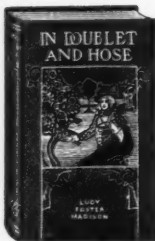
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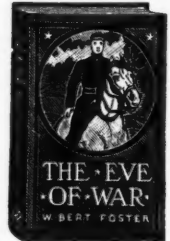
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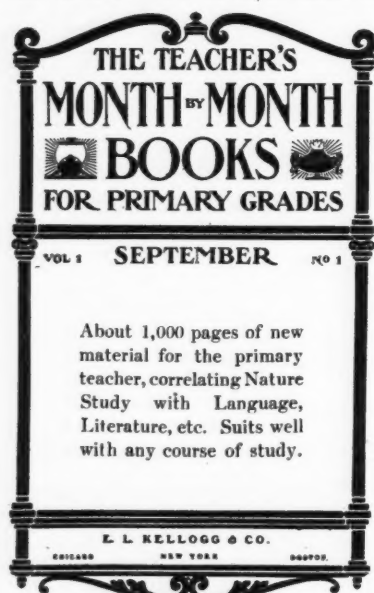
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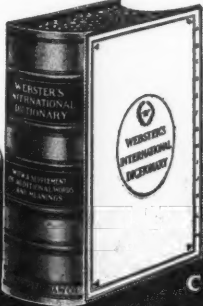
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proceeds to describe the churches and the art treasures, including the Vatican and other art galleries. The books have a great number of illustrations of the best quality. (L. C. Page & Company, Boston. Price, \$2.40.)

Mr. Stephen Burton gazing from his window across the way to a flower garden into which a sylph-like girl enters with intent to rifle it of some of its treasures—this is the picture that Ralph Henry Barbour presents in the opening chapter of his book *Kitty of the Roses*. Did Cupid ever plan a more wily assault on a young man's heart? How he struggled with fate until his ignominious rout and final surrender, is it not veraciously told in the pages that follow? The story is old yet ever new and the style extremely fascinating. The workmanship of the book is excellent. The cover design is a portrait of Kitty, the heroine, surrounded by gilt border and lettering. The page illustrations are colored half-tones; besides there are marginal roses and portraits. The book is printed on heavy calendered paper. (J. B. Lippincott Company, Philadelphia.)

Modern Composers of Europe, being an account of the most recent musical progress in the various European nations with some notes on their history, and critical and biographical sketches of the contemporary musical leaders in each country, by Arthur Elson.—The task of writing the history of music during recent years has been completed with much ability and after patient research. It is no small thing to gather the facts from so wide a field and present them impartially, yet we believe musicians will concede the author has succeeded in an eminent degree. Mr. Elson begins his annals when the brilliant genius of Wagner, like the sun, obscured all lesser lights. He gives attention to the musicians of Germany, France, Italy, Bohemia, Russia, England, and other countries, and uses many portraits to illustrate his narrative. (L. C. Page & Company, Boston. Price, \$1.60.)

Chatterbox has come to hand richly freighted as usual with a variety of stories, poems, puzzles, etc., for young people. The amount of matter relating to history, the life of people of different nations, and the habits of animals is great, and it is therefore a valuable book to have on the family table. The illustrations are numerous, many of them being full-page colored plates. (Dana Estes & Company, Boston.)



From "Kitty of the Roses." J. B. Lippincott Co



"MARY GRACE LOOKED STRAIGHT AHEAD, SHYLY."
From "It All Came True." T. Y. Crowell & Co.

The Boy Courier of Napoleon, a story of the Louisiana purchase, is a well-written story by William C. Sprague, that has the extra recommendation of timeliness. We first meet the boy hero at the battle of Hohenlinden, and then follow him to Paris and across the ocean to San Domingo and Louisiana. The history of the transfer of that province to the United States is graphically told. This is a book that all American boys not only ought to read, but one they will read if they get the chance. There are a number of good illustrations by A. B. Shute. (Lee & Shepard, Boston.)

The Better Way, by Charles Wagner, author of "The Simple Life," translated from the French by Mary Louise Hendee.—The mere mention of the publication of a book by one whose name is getting to be a household word on two hemispheres is enough to make it sought after. This book is a collection of short essays on spiritual topics and subjects that tend to soul elevation gathered together under such headings as souvenirs, solitudes and resting places, in troublous hours, the gates of death, gird up thy loins, fore-runners by faith, etc. It will bring mental and spiritual refreshment to multitudes of people. (McClure, Phillips & Company, New York. Price, \$1.00.)



From "The Goliwogg in Holland." Longmans, Green & Co.

Arthur Stanwood Pier in *Boys of St. Timothy's*, describes life in one of our famous schools, one which is a peer of Rugby and Eton. Clark Harding, the principal character in the book, is the worthy American cousin of Tom Brown. All the interests of the school life receive attention, the social and literary as well as the athletic; there is a football story, a hockey story, a baseball story, a rowing story, a track story, a tennis story, and others. In these the manli-

ness, kindness, humor, and affection of the American boy are revealed. There are several spirited illustrations. (Charles Scribner's Sons, New York. Price, \$1.25, net.)

In the Famous Women series is issued a new edition of the *Life of George Eliot*, by Mathilde Blind, edited by Frank Waldo, Ph. D., and G. A. Turkington, M. A. Miss Blind's material is all retained, and the matter added includes a chapter on George Eliot's present position in literature as determined by the leading critics who have written on her in the twenty years following her death; information as to her life and environment, gleaned from letters and surviving friends, and a biography which is by far the most exhaustive yet compiled. The volume contains a portrait and other illustrations. Little, Brown & Company, Boston. (Cloth, 12mo, \$1.25.)



From "The Nursery Fire." Little, Brown & Co.

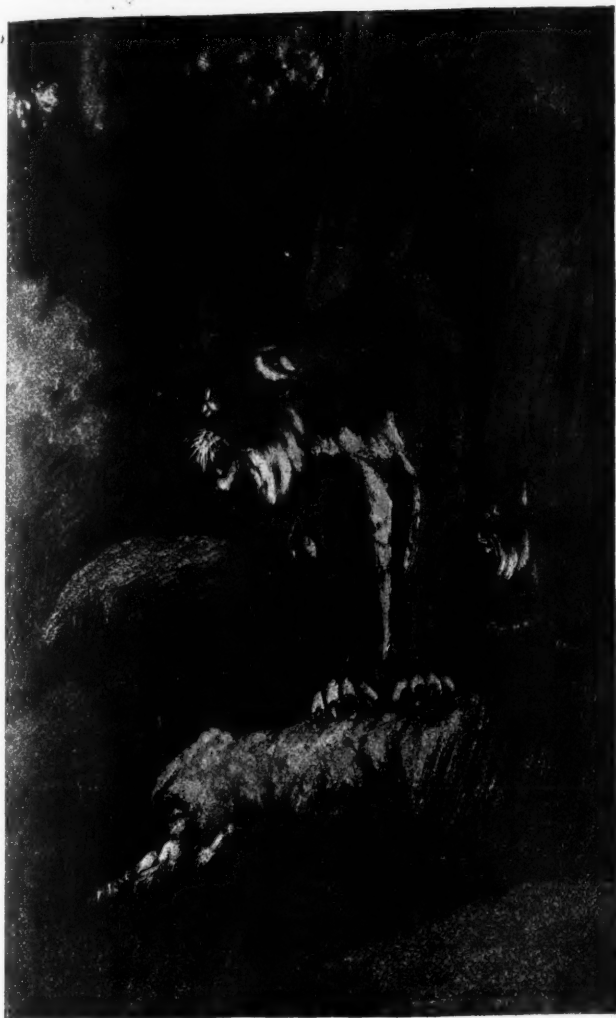
When Ernest Thompson Seton announces a new animal book everybody knows that a treat is in store for the public. His latest volume, *Monarch the Big Bear*, is dedicated to the memory of days in Tallac's Pines, where by the fire he heard this epic tale. As a study of the characteristics of his bear hero and of the wild scenes in which his life is led it is a wonderful piece of work. No one living knows bears any better than Mr. Seton. Some say he gives animals credit for too much intelligence. However that may be this is certain—this story is of such absorbing interest that it is hard to leave it. The drawings are as exquisite as the text, presenting "Brer Bear" in all his aspects. We meet him in full-page plates, at the beginning and end of chapters, and we even find his footsteps in the margin. (Charles Scribner's Sons, New York. Price, \$1.25.)

The story of *Babes in Toyland* is narrated by Glen MacDonough and Anna Alice Chapin and illustrated in color by Ethel Franklin Betts. Two small children, Alan and Jane, are sent out by their miserly Uncle Barnaby and have many wonderful experiences—among them a boat ride and a storm, the landing in the wood, the meeting of the Gypsy band, a visit to Contrary Mary's Garden, and the Spider's Forest, and they see many of the inhabitants of the children's imaginative world. It is hard to say too much in praise of the contents and illustration of the volume. Authors and artist have worked together to produce a book which will bring delight to all children into whose fortunate hands it falls. (Fox, Duffield & Company, New York. Price, \$1.50.)



In the sand-box boat at the château.

From "A Transplanted Nursery." The Century Co.



"MOUNTED THE CARCASS WITH AN AIR OF LORDSHIP."
From "The Hunter of the Pine Gloom." L. C. Page & Co.

The twelfth volume in an excellent series dealing with the life and customs of different nations, edited by William Harbutt Dawson, is *Swedish Life in Town and Country*, by O. G. von Heidenstam. — The author describes the aspects of the country, the government and political life, education and literature, art and culture, industry and trade, amusements, etc. We, in America, ought to be particularly interested in this people as so many of them have come here. In all the qualities that go to make up the ideal immigrant they are unsurpassed. The study of them in their northern home will be profitable, and we know of no book that treats of them in a fuller or more satisfactory manner. The illustrations are from many photographs made for this purpose. (G. P. Putnam's Sons, New York.)

The Affair at the Inn, by Kate Douglass Wiggin, Mary Findlater, Jane Findlater, and Allan McAulay, with illustrations in tint by Martin Justice. — This is a breezy story of an automobile courtship, supposed to have taken place at a quiet country inn on Dartmoor in Devonshire. Each author is responsible for the point of view of one of the characters. This fourfold authorship is a novel element in the book. It is Mrs. Wiggin's well-known racy style plus the art of her three friends. All three are writers of distinction, and at least one is a novelist of growing reputation. The story is a notable success in the difficult art of collaboration. (Houghton, Mifflin & Company, Boston. Price, \$1.25, 12mo.)

A lively narrative of adventure founded on an incident in West Indian history appears under the title of *His Majesty's Sloop Diamond Rock*, by H. S. Huntington. The hero is a midshipman, and most of the characters are naval men. Yet the book is not, strictly speaking, historical. It is the story of a boy with a boy's frankness and generous impulses, and much of a boy's ten-

dency to get into scrapes. The historical background of the story is as follows: Diamond Rock is a real rock in the ocean, off the coast of Martinique. In 1802-03 the English fleet, under Commodore Hood, was blockading this French island; and, as an adjunct to the blockade, Hood seized and fortified the rock, which was put in commission as a sloop of war; the cannon and stores were drawn up 600 feet on a cable. (Houghton, Mifflin & Company, Boston. Price, \$1.50.)

Lion and Tiger Stories Retold From St. Nicholas, are edited by M. H. Carter, of the department of science of the New York Training School for Teachers. It is a handsome volume printed on tinted paper and containing many full-page and other illustrations. The stories are by Ernest Ingersoll, Oliver Hereford, Frank E. Bostock, and others who



AN INITIAL FROM THE NEW ILLUSTRATED
EDITION OF "SONNY"

The Century Co.

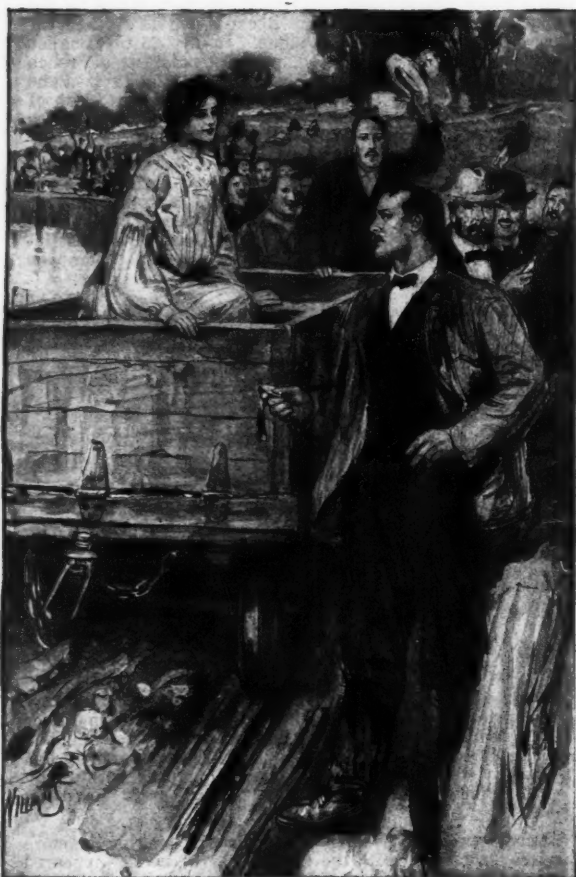
know these terrible beasts from an intimate acquaintance. The stories are in regard to lion-hunters or lion-tamers, or others tending to illustrate the characteristics of the animals. Besides there are poems that have been called forth by lion and tiger life, besides many amusing pictures with funny verses. (The Century Company, New York. Price, 65 cents.)

Young people all over the land must by this time be more or less acquainted with the Golliwogg, for he has appeared on a bicycle, in war, in the Arctic regions, in an auto-gcart, in an air-ship, etc. *The Golliwogg in Holland* is the latest of the series, in which the characteristics of Dutch life are portrayed. The pictures are by Florence K. Upton and the verses by Bertha Upton. The pages are oblong, 8½ by 11 inches, and the pictures colored. (Longmans, Green & Company, New York. Price, \$1.50.)

In the Cathedral series, which already included "The Cathedrals of Northern France," and "The Cathedrals of Southern France," has been issued *The Cathedrals of England*, by Mary J. Taber. It includes an account of their distinguishing characteristics, together with brief historical and biographical sketches of their most noted bishops. It is not possible in so small a space to give a full description of the thirty cathedrals of England. The principal aim of the book is to throw something of a personal interest around the cathedrals, by giving glimpses of the noted personages that have been connected with them during the long series of years since their erection. The page plates give views of all the cathedrals. (L. C. Page & Company. Price, \$1.60, net.)



READING THE PROCLAMATION.
From "Abraham Lincoln." American Book Co.



"YOU HAVE SAVED THE RAILROAD!"

From "A Captain in the Ranks." A. S. Barnes & Co.

In *Dorothy's Spy*, James Otis has shown his skill in combining fictitious matter with authentic history. Dorothy Dean, the small daughter of a patriot, after seeing King George's statue pulled down, at the first Fourth of July celebration, and getting her best frock spoiled by the crowds which even then surged about in New York's streets, is sent home for safety. But there she and a playmate became involved in a more serious adventure with a British spy. Thrilling events and escapes follow fast in the story, but the ending is happy. The illustrations are reproductions from excellent paintings in oil. (T. Y. Crowell & Company, New York. Price, 60 cents, net.)

Puss in the Corner is the name Edith Francis Foster gives to her latest rebus book where the place of occasional words in the text is supplied by dainty little pictures. When the child comes to the tiny illustration he fills in the word needed, and thus learns to fit names and objects together. It will be seen that the book has educational value. Besides, the story is one that will engage the child's interest. The book is an oblong quarto securely bound in cloth and printed on heavy paper. (Dana Estes & Company. Price, \$0.75.)

A very essential part of the education of children is the learning of the life of the people of other nations. This information is imparted in a fascinating way in the *Little Cousin* series. One of the volumes is about *Our Little Canadian Cousin*, by Elizabeth Roberts MacDonald. She tells, in a general way, altho with a defined local setting, the story of Canadian home life. This means the great outdoor life—sleighbing, skating, snowshoeing, hunting, canoeing, and above all, camping out. The reader will be particularly interested in the Canadian children who take part in these diversions. Mary Hazelton Wade writes of *Our Little Irish Cousin*. Nora is the warm-hearted little girl's name who lives in this beautiful land. While getting acquainted with her we learn something about St. Patrick, Daniel O'Connell, Blarney Castle, and the folk-lore relating to Hallowe'en and the fairies. Both books are illustrated by L. J. Bridgman. (L. C. Page & Company, Boston. Price, \$0.60.)

Children's Gardens is a comparatively new subject which Louise Klein Miller treats in a small volume recently published. It is a manual of co-operative gardening, and, while written especially in the interest of children's gardens, contains much that will prove of value to all who care for this noble art. The development of school gardens is one feature of the movement that is making the public school the

center of community life. There are two motives in the institution of school gardens—the transforming of barren, dreary, ill-kept school grounds and other uncared-for public places into bowers of beauty and good taste, and developing in children love of nature, appreciation of their beauties, and ability to enhance for their own enjoyment and the public good the esthetic effect of their immediate surroundings. The book shows what may be done by a slight expenditure of time, money, and energy. It is illustrated with many reproductions of photographs. (D. Appleton Company, New York.)

Our readers will remember those charming books "The Snow Baby," by Josephine Diebitsch Peary, and "The Children of the Arctic," by the Snow Baby and Her Mother, and they will be glad that Robert E. Peary, the explorer, has supplemented the work of his wife and daughter by a book on *Snowland Folk*, the Eskimos, the bears, the dogs, the musk oxen, and other dwellers in the frozen north. This latest book is a quarto printed in large type on smooth paper and is elaborately illustrated from photographs taken on the spot. The style is very graphic, as it is in the other books, and the author writes as tho he were in love with these wild Arctic scenes. The young people who followed the travels of Ahnighito in a previous book, will be equally charmed with this narrative by her father. (Frederick A. Stokes Company, New York.)

Isle of Black Fire, by Howard R. Garis.—Three boys sit in an office of an importing firm in New York building air castles as to the kind of adventures they would like to have. Their dream comes true in a very singular way. An old skipper arrives in port with a story of an island where is found a substance yielding radium. An expedition is started off on a ship called the Vulture, and the three boys go along. There they have all sorts of exciting times with the islanders and one of the boys becomes king. (J. B. Lippincott Company, Philadelphia.)

A Captain in the Ranks is a romance of the war period by George Cary Eggleston. The story begins after Appomattox when the Virginian hero of the story, like so many others, and like the author himself, turned westward to a new life. The hero and heroine, a brave man and a courageous woman, do their part in the upbuilding of our country after the Civil war. It is a healthy story that it will do one good to read. The frontispiece (in colors) is by Charles D. Williams. (A. S. Barnes & Company, New York. Price, \$1.20.)



MOTHER ROBIN AND HER NESTLINGS.
From "Our Birds." American Book Co.



Ramon made to give up his stealings.—Page 236.

From "The Young Vigilantes." Lee & Shepard.

Considering the prominence of Japan at present in the affairs of the world, no book of the year will be more welcome than *Japanese Life in Town and Country*, by George William Knox. His book is very different from most books on the East. It treats intimately of the daily life of the Japanese, their religion, and the traditions that have helped or hindered them in their remarkable progress. In the brief summary of Japanese history he gives, he traces the development of the nation. The illustrations in the volume are unusually fine; they were collected for this purpose by the author in Japan. (G. P. Putnam's Sons, New York.)

Little Almond Blossoms, is an original book of stories of Chinese boys and girls by Jessie Juliet Knox, who depicts them from life. The scenes are laid principally in "Chinatown," San Francisco, and the experiences of the little Mongolians will delight all juvenile readers. The book has sixteen illustrations from photographs of Chinese children in California. (Little, Brown & Company, Boston. Price, \$1.50.)

A series, of which Katharine Dopp is the author, attempts to meet the need that has been felt for several years by parents and physicians, as well as by teachers, supervisors, and others who are actively engaged in social progress. This is the need for practical activity for children. As long as a simple organization of society prevailed, the school was not called upon to take up the practical work, but now society has become so complex that the use of practical activity is absolutely essential. The question arose, What shall this work be? It was found that the mind of childhood naturally reverts to the early experiences of the race—those of the tree-dwellers and the cave-dwellers, for instance. Their story is therefore told, with the aid of many pictures, and the child is given things to do and things to think about, in order to stimulate healthful activity. The first book in the series is *The Tree-Dwellers*, the age of fear. It describes early man's experiences in getting a living and in dealing

with such powerful animals as the cave-bear, the cave-tiger, the lion, etc. The next book is on *The Early Cave-Men*, the age of combats. Simple implements of the war and chase are described; also the making of household utensils. These books are for primary grades. The suggestions to teachers at the end will be invaluable to teachers using the books. (Rand, McNally & Company, Chicago.)

A Midshipman in the Pacific, the story of a kidnapped American boy, is an entertaining and instructive narrative of adventure in Cyrus Townsend Brady's best vein. The young hero is kidnapped in a British whaler in the South Pacific. The main incidents of the story are the wreck of the whaler, the lad's voyage in an open boat until he is rescued by the *Tonquin*, the capture of the *Tonquin* by the Indians, and the massacre of the crew, and the escape of the boy to sea, and his rescue by another whaler. The illustrations are by G. A. Williams. (Charles Scribner's Sons. Price, \$1.20 net; 12mo.)

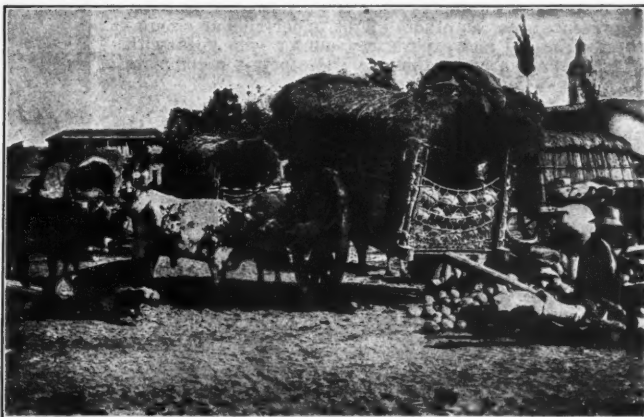


THACKERAY'S DRAWING OF A PAGE OF THE TIME OF HENRY ESMOND FROM "THACKERAY'S LETTERS TO AN AMERICAN FAMILY"

The Century Co.

In *The Frozen North* Edith Horton has told the tale, one of marvelous romance, of the exploration of the Arctic regions. It is a history with which young people should be familiar, for it is a good thing to keep these heroes, to whom the world owes so much, in remembrance. Beginning with Sir John Franklin, the author recounts the experiences of the members of his expedition and others, including those of Nordenskjöld, Greely, Schwatka, Nansen, Peary, and others. There is also an account of the life of the people in those far northern lands and descriptions of animals and their habits. The book has many illustrations. It is an excellent one for the school library. (D. C. Heath & Company.)

Something new in the way of stories is given in *Kibun Daizin*, by Gensai Murai, a Japanese author whose writings have attained a wide reputation in his native land. It is translated from the Japanese by Yasao Yoshida and illustrations are supplied by George Varian. The story is founded on the life of a merchant of the eighteenth century, whose pluck, wisdom, and enterprising spirit made him one of the most prosperous and respected men of the time. The shrewdness and dauntless ambition of the hero will commend him to American boys. (The Century Company, New York. Price, \$1.25.)



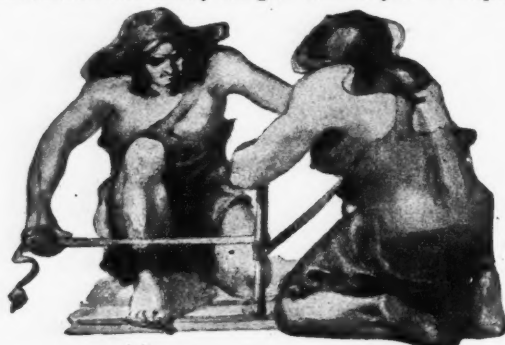
From "Dodge's Elementary Geography." Rand, McNally & Co.



"I HEARD A CHEER AS HE FIRED THE FIRST GUN."
From "The Three Prisoners." A. S. Barnes & Co.

Mammy 'Mongst the Wild Nations of Europe, by Ruthella Mary Bibbins, is something new and racy in the line of humor. The one who gives the title to the book is a real person of flesh and blood from "Ole Virginny." Her devotion to her baby charge impels her to take a trip to Europe. There equipped with her two classics, the Bible and "Mother Goose," she draws comparisons between the Old World and New, and expresses her thoughts in a picturesque dialect. In England she interviews a "Beef-eater" and the Oxford crew, challenges a hansom "cabby," discusses the treasures of the British museum, etc. Her many droll experiences in the land of Shakespeare will be fully appreciated. The illustrations are by Wightman and Barclay. (Frederick A. Stokes Company, New York.)

Captain Ralph Bonehill has written a story of camp life and sport which will be read with pleasure by young people. It is called *The Island Camp; or, The Young Hunters of Lakeport*. The scene of the tale is laid in one of our Eastern states. Altho the young hunters do some brave deeds, they are no heroes in the accepted sense of the term, and at times they get scared just as others might under similar circumstances. The old and experienced hunter who goes with them teaches them many things. The story is a complete



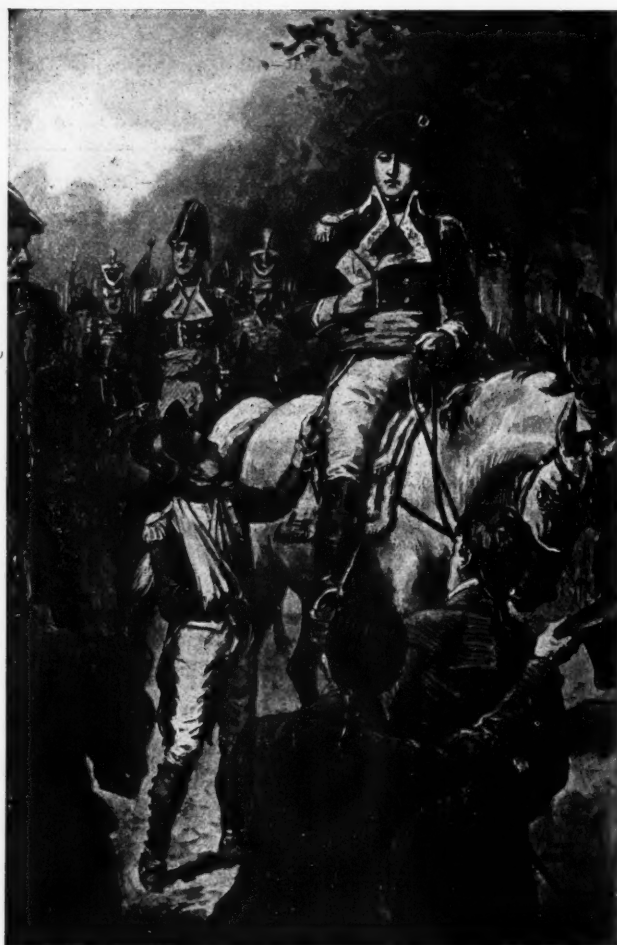
From "The Early Cave Men." Rand, McNally & Co.

tale in itself, and forms the first volume of a series to be devoted to sport in the forest, on the water, and on the athletic field. (A. S. Barnes & Company, New York. Price, \$1.25.)

In *The Flower Princess*, by Abbie Farwell Brown, we feel the witchery of a style that is as smooth and sparkling as a crystal river. It is a fairy story about a princess named Fleurette who lived in a white marble palace at the top of a high hill. Many princes asked for her hand, but she told them all to seek her heart where it was hidden away among her flowers. As in all good fairy stories, it was found by the one the fancy of the princess favored. There are some other pretty stories in this book—"The Little Friend," "The Mermaid Child," and "The Ten Blowers." The illustrations are of a decorative character, and extremely appropriate in a book displaying so fine an imaginative quality. (Houghton, Mifflin & Company. Price, \$1.00.)

There is no excuse for our youth being ignorant of their country's history while such writers as Everett T. Tomlinson are producing stories. Mr. Tomlinson has written much fiction about the Revolutionary period. His latest book, *The Rider of the Black Horse*, takes up a peculiar phase of the struggle. The peril of the couriers as they rode between the armies, and the part they played, has never been fully recognized. The adventures of Robert Dorlon will serve to interest young readers in some of the ignored or forgotten elements that aided in winning the independence of the United States. The scene of the story is mostly along the Hudson river. The book has several illustrations. (Houghton, Mifflin & Company, New York. Price, \$1.50.)

Much as Dr. Edward Everett Hale has done for his country he never did a greater service than when he wrote that famous story, *The Man Without a Country*. It teaches its lesson of patriotism without the necessity of adding any preachment. If there is a school library anywhere without this story the lack should be instantly supplied. The school edition just issued has a new introduction and notes by the author, and a handsome frontispiece. (Little, Brown & Company, Boston.)



HE SEES THE GENERAL PLACE THE NOTE WITHIN THE BREAST OF
HIS COAT. — Page 50.

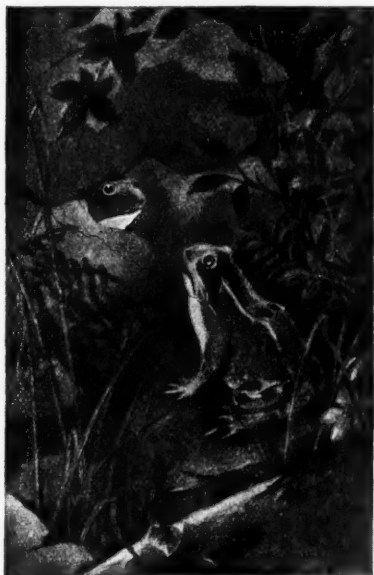
From "The Boy Courier of Napoleon." Lee & Shepard.



From "Little Almond Blossoms." Little, Brown & Co.

Looking for Alice is the name given by Walter Burges Smith to the book he has written for the entertainment of children. Of course the Alice searched for is the Alice of Wonderland, with whom all well informed children are supposed to be familiar. The little girl of the story, whose name is Harriet, meets with adventures no less astonishing than those of Alice herself. This story can be enjoyed without a knowledge of the travels of Alice, but such knowledge will add to the pleasure received from the reading. The book is illustrated by C. Howard. (Lee & Shepard, Boston.)

Two Young Inventors is a story in which Alvah Milton Kerr details the experiences of two bright boys with a flying boat. The author is a noted writer of railroad stories, and has the faculty of putting a story together in an effective way. The adventures of the boys are novel and some of them thrilling. G. W. Picknell contributes a number of excellent illustrations. (Lee & Shepard, Boston.)



From "The Rock Frog." Copyright by Dana Estes & Co., 1904.

The publication of a new illustrated edition of Wilson Barrett's *Sign of the Cross* will interest lovers of historical romance. The story is splendidly conceived, highly dramatic, and noted for the truth and vigor of its characterization. The period is that in which Rome was the mistress of the

world. The author reveals thru the glass of history the actualities of the religious and romantic experiences of the early makers of the Christian church at Rome. From the reading of this book one may obtain not only intellectual but spiritual uplift. The eight illustrations are reproductions of actual scenes taken from the play. (J. B. Lippincott Company, Philadelphia. Price, 75 cents.)

One of the most popular books last season was Mrs. Clara Louise Burnham's "Jewel." Altho dealing with the subject of Christian Science, its appeal was wide. The character of the little girl for whom the story was named was charming. Mrs. Burnham has now produced a sequel, *Jewel's Story Book*, which is intended perhaps for younger readers, but is bound to interest those who read the first book. (Houghton, Mifflin & Company, Boston. Price, \$1.50.)

What Paul Did, by Etheldred B. Barry.—The story of Paul, the little cripple, is told so beautifully that we are sure young people will enjoy it. He endeared himself to all in a boarding-house by his kind and thoughtful disposition, and when he went abroad to study art, for he gave signs of much talent, everybody was sorry. The illustrations are by the author. (Dana Estes & Company, Boston.)



From "Mace's History of the United States." Rand, McNally & Co.

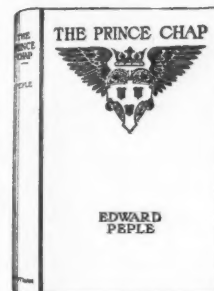
In *The Brownies in the Philippines*, Palmer Cox relates the latest adventures of his wonderful little people. They visit Mindoro, Luzon, Sulu, Leyte, Panay, and other islands and meet with a variety of experiences that are described in verse and picture by the author with his accustomed vigor and humor. This book shows that the popular vein he struck in the Brownie stories has by no means been worked out. It is a handsomely bound quarto of 144 pages, and will be one of the most eagerly sought for books of the year. (The Century Company, New York. Price, \$1.50.)

The French Wife, by Katherine Tynan, is a novel standing well among the fiction of the present time. It is cleverly written, the characters well drawn, and the whole thing put together so that the reader feels that he is dealing with human people. It keeps up a cheerful tone in spite of many episodes that throw shades where one wishes them absent. (J. B. Lippincott Company, Philadelphia. Price, \$1.50.)

The Cost, by David Graham Phillips.—We have here an example of vivacious literature, presented with art. The author knows well how to tell his story, and has provided a novel that sustains its interest to the very end. The literary ability cannot but please even the fastidious. It has illustrations that add to its attractions. (The Bobbs-Merrill Company.)

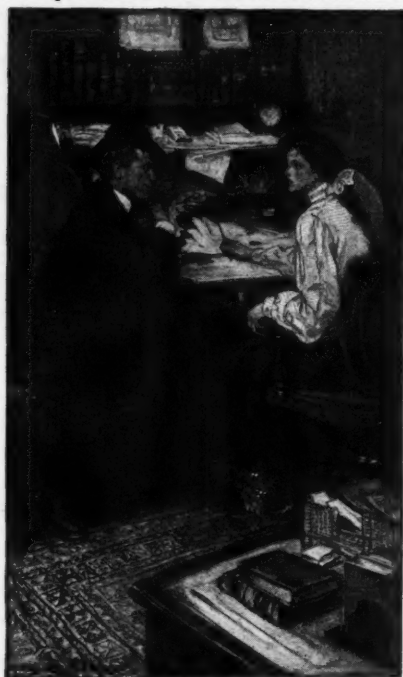


Chas. Scribner's Sons.



G. P. Putnam's Sons.

The Chronicles of Don Q. by K. and Hesketh Pritchard, are as full of adventures as any one could wish. Don Q. is an abbreviation of the nickname Quebranta-Huesos, which, being interpreted, means bone-smasher. He is a brigand chief and his scene of operations is near the wild Mediterranean coast



From "Nathalie's Sister." Little, Brown & Co.

of Spain. His exploits read like romance, and yet we are not sure it is all romance, for many strange things have happened in this region. To the lover of thrilling and wonderful happenings the book cannot help but prove entertaining. The twelve illustrations are by Stanley L. Wood. (J. B. Lippincott Company, Philadelphia. Price, \$1.50.)

Geraldine Brooks has added to her reputation as an author by her book on *Dames and Daughters of the French Court*. The treatment of such themes could not be in better hands than the present author's. Miss Brooks has fully demonstrated her ability in the sketching of admirable portraits of famous women by her previous series dealing with American types. In writing of the French dames she follows the methods that were so successful in the other books. The girlhood of Madame Roland is described as well as her devious path which ended on the scaffold. We see Madame de



From "A Flower Princess." Houghton, Mifflin & Co.

Sevigne in a new light; and we are introduced, as it were, in their own homes, to Mesdames de Stael, de Lafayette, Recamier, Le Brun, Mademoiselle de Lespinasse, and others whose society we are glad to seek. The illustrations are portraits of these famous French women. (Thomas Y. Crowell & Company, New York. Price, \$1.50; 12mo., gilt top.)

A *Book of Little Boys* is the singular tho felicitous title that Helen Dawes Brown chose for her volume of stories. All of the twelve stories are about boys, and show the author's sympathy with children and what possibilities for good lie in them by thoughtful and loving treatment. Miss Brown's style can be enjoyed by any one who loves children and their ways. Each story leads up to a climax, and the



From "The Happy Heart Family." Fox, Duffield & Co.

sentiment is hopeful and helpful. Miss Patterson has co-operated with the publishers to make the book as charming in outward appearance as it is readable. (Houghton, Mifflin & Company, Boston. Price, \$1.00.)

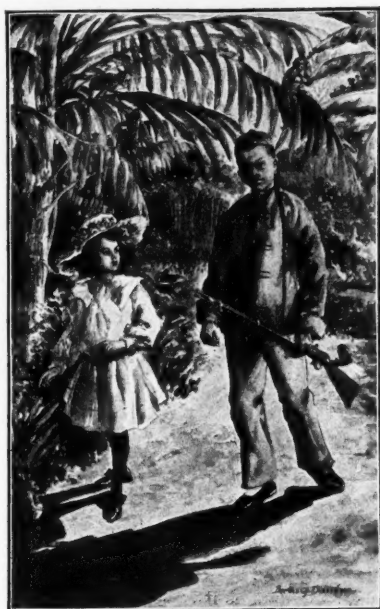
We would like to know if there is a village in the land where Margaret Sidney's stories of the Five Little Peppers have not been read and enjoyed. So popular have these books become that urgent requests have been sent to the author for more of them. These requests have brought another volume from her pen, *Five Little Peppers and Their Friends*. In it the author records many happenings that long ago Ben and Polly, Joel and David told her. The illustrations are by Eugenie M. Wireman. (Lee & Shepard, Boston. Price, \$1.50.)



From "The Doings of Nancy." Copyright by Dana Estes & Co., 1904.

Those who read Alfred Henry Lewis' story "The Boss," will have their expectations raised to a high pitch by his story of *The President*, and they will not be disappointed. The latter not only throws a strong light on Washington politics, but reveals some of the inside workings of stock speculation. Into the story also, this deft literary workman has woven a love romance and a thrilling plot to rob the United States treasury. The characters are well drawn from the angelic Dorothy, the masterful Bess, the rather dense Mrs. Hanway-Harley, the manly Richard Storms, the cunning Senator Hanway, to the black-hearted villain, the Russian Count Storri. (A. S. Barnes & Company, New York. Price, \$1.50.)

Favorite Greek Myths, by Lilian Stoughton Hyde, presents to young readers the Greek myths that have been the world's favorites for centuries, and that have exercised a formative influence on literature and art in many countries. It is not for that reason alone, however, that they were selected.



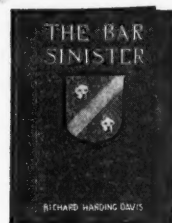
From "Lou."

Copyright by Dana Estes & Co., 1904.

The myths that have appealed to the poets, the painters, and the sculptors are the ones that have the greatest depth of meaning and are the best worth telling. They appeal strongly to the child mind and should be presented when the child imagination can make them live. Page plates and other illustrations add to the beauty of the book. (D. C. Heath & Company, Boston.)

In this little volume, *Morning Thoughts to Cheer the Day*, Maria H. Le Rowe has arranged well chosen selections from the best in ancient and modern literature, her aim being, "to strengthen faith, to comfort hearts that mourn, and to help the young soul upon its upward way." The most deadly foe to either spiritual or material advancement is discouragement, and the cheery uplift of even a few sympathetic words, bidding us to "catch the Sunshine," may send us on with new strength to meet and surmount the obstacles in our way. Great thoughts of noble minds must prove helpful to all readers, whether old or young. (Little, Brown & Company, Boston.)

The Son of Royal Langbrith is a noble contribution to American literature. The Saxmills which Mr. William Dean Howells here etches with the precision of a photographic plate may seem to us in a few years a village of an archaic time, so rapidly does America pass from one phase to another, but Mr. Howells' account of Saxmills will nevertheless be read. For it is no mere photograph of the comfortable life of a New England mill town. It is that, but it is also a painting wherein you see the lives of the men and women, surrounded by the haze of spiritual mystery which



Charles Scribner's Sons.

enshrines the material world and the psychic forces which move thru that material world.

There is nothing new under the sun, it is true, but we fail to remember any plot resembling the plot of Mr. Howells. Yet such a play has often been enacted on the earth's actual stage. It is as simple as it is real and novel. A middle-aged couple wish to marry, but are withheld by the halo which the woman's son, a youth at Harvard, has placed over the head of his dead father. The dead father was really an

unmitigated scoundrel, but the woman has been too weak to let her son know.

The characters are not drawn with the full detail which lesser artists mistake for realism. The very supernumeraries have an individuality making them absolutely distinct as personal entities, they are as concrete to the mind as are one's intimate friends, but like one's intimate friends we know them only by their words and actions, we must our-



From "Little Folks of Many Lands." Ginn & Co.

selves puzzle out their motives, each carries with him the mystery of individuality. It is life portrayed by art. The dialog is not drawn out, as in some of Mr. Howells' other novels, and is exceedingly realistic and interesting. There are bright people who display real wit, and there are also commonplace people who talk commonplace talk, which while it is always mere commonplace, is nevertheless entertaining. That is the summit of dialog.

Amid the Hymalyas of printed matter which a ceaseless press threatens to bury us under, it is a consolation to remember that if one has read this book, he has probably read the one addition which the year will make to the American literature that will abide. (Harper & Bros. New York. Price, \$2.00.)



From "Babes in Toyland." Fox, Duffield & Co.

Our Little Turkish Cousin is one of the handsome volumes in *Our Little Cousin* series, by Mary Hazelton Wade. It will help young people to understand a people whose life is far different from our own. The little Turk is brought up to love ease and comfort, to eat the daintiest food and wear the costliest clothing. The book tells about his school, his holidays, and the customs of the country. *Our Little Jewish Cousin* tells about little black-eyed children that are not found in any one country, but scattered all over the world. It describes the sights among colonies of these people, their religious ceremonies, and their customs, and narrates the story of their glorious past. *Our Little German Cousin* is not the least in interest of the books of the series. The castles, the fairy stories, the music, and the soldiers of Germany are some of the topics touched upon. We suggest to teachers and school boards that these books would be of great value in the school library as aids to the geography class. (L. C. Page & Company, Boston. Price, \$0.60 each. Illustrations by L. J. Bridgman.)

It is a difficult thing for one to put himself in another man's place and write his life, especially if that man lived in times so different as those of one hundred or more years ago; yet this is what Dr. S. Weir Mitchell has done. His subject is *The Youth of Washington* told in the form an autobiography. The personality of the youthful Washington is presented so accurately and vividly that it will do any youth good to read the volume. The author deserves the thanks of patriotic Americans for the manner in which he has accomplished his task. (The Century Company, New York. Price, \$1.50.)

Of all the books of stories retold from *St. Nicholas* none will be more popular than *Cat Stories*. The cat, despite its somewhat suspicious and treacherous nature, is a favorite in the household. No more amusing animals are to be found than young kittens, and old cats often show great sagacity. The tales are by various authors and they are first-class ones too, and finely illustrated. A generous fund of verses about cats will help fill the measure of pleasure afforded by this handsome little book. (The Century Company, New York. Price, \$0.65.)

Christian Thal is a musical story by M. E. Francis, told with those deft touches that are necessary to make such a tale effective. The whole plot of the novel revolves around Christian Thal, the one who can at will conjure such wonderful music out of the piano, and Juliet, the pretty and accomplished daughter of the professor over whom Christian exercises an irresistible spell. An atmosphere of music and love pervades the story that holds one, especially a lover of Beethoven and the other masters, in thrall. One noticeable feature of the novel is that the chapters are preceded by bars of music. (Longmans, Green & Company.)



From "The Soldier of the Valley." Charles Scribner's Sons.

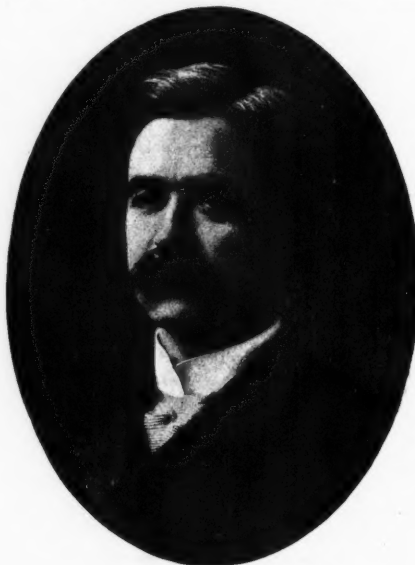
The Book of the Dog is an elaborately illustrated artistic book, showing man's friend in all sorts of peculiar and amusing situations. It is 10½ by 11½ inches in dimensions, and among the pictures by Elizabeth F. Bonsall are several of page size, besides elaborate borders of great ingenuity which show thoro appreciation of dog nature. The stories and verses by Alice Calhoun Haines are bright and humorous. All lovers of the dog will appreciate this handsome book. (Frederick A. Stokes Company, New York.)

The Wolverine is a romance of early Michigan, by Albert Lathrop Lawrence, illustrated by Arthur E. Becher. It is a spirited story of love and politics in Detroit just before



From "Stories of Robin Hood." T. Y. Crowell & Co.

Michigan became a state, and when disputes over the Ohio boundary line nearly led to open warfare. The love affairs of Perry North, a young surveyor of Puritan ideas, and



W. H. MACE,
Author of Mace's "History of the United States."
Rand, McNally & Co.

Marie Boncoeur, a charming French Catholic girl, are projected against a striking historical background. (Little, Brown & Company, Boston. Price, \$1.50.)

There is no handsomer volume in that useful series, the Eclectic School Readings, than Margaret Coulson Walker's book on *Our Birds and their Nestlings*. The purpose for which this book was prepared was to open for the pupils the door of understanding into the great outside world. Since permanent interest in any subject cannot be awakened by occasional lessons, it is believed that much profit will come from a few weeks' continuous reading along a single line. Certainly no more attractive subject could have been chosen than that of our common birds, with which most pupils are likely to be more or less familiar to start with. The book describes the habits of the robin, bluebird, oriole, sparrow, blackbird, crow, woodpecker, and other birds, and supplements this matter by selections from the poets. There are many illustrations of birds and nests, including fourteen colored page plates. (American Book Company, New York.)

Cyr's Graded Art Readers, Book Two, by Ellen M. Cyr.—In text, in illustrations, and in its aim to help children appreciate what is beautiful in famous paintings, this second book in the series is a continuation of what was begun in the first volume. As in the earlier book, reproductions of masterpieces form the basis of the text, which consists of simple stories closely allied to the pictures. The pupil is thus led to interpret the meaning of each painting, and to appreciate the truth, beauty, and spiritual meaning which the artist has put in his work. The illustrations are wonderful specimens of engraving and printing. (Ginn & Company, Boston. Price, 35 cents.)

Jack in the Rockies, or A Boy's Adventures with a Pack Train, by George Bird Grinnell, illustrated by Edwin Willard Deming, and half-tone engravings of photographs.—Boys like tales of adventure; if they do not get good ones they will read bad ones. This story possesses the merit of being probable and of giving a true picture of life in the West. Jack and his friends become familiar with Indian life, explore the wonders of Yellowstone park, chase grizzly bears, and have other exciting experiences. (F. A. Stokes Company, New York.)

Stories about dogs are always interesting, but those *Stories About Brave Dogs Retold from St. Nicholas* have a peculiar flavor of their own. They are edited by M. H. Carter of the department of science of the New York training school for teachers who has interspersed the tales in prose with bits of verse and a generous supply of the pictures we have so admired in the famous young people's magazine. The reading of these stories inspires us with a greater love for our friend, the dog. (The Century Company, New York. Price, 65 cents.)

Nature Study with Common Things is an elementary laboratory manual, by M. H. Carter, of the New York training school for teachers. Its aim is to develop the power of accurate observation, of critical examination, rather than the reasoning processes which depend for their results upon the accuracy of the data obtained first thru observation. The child must be taught to see before he is taught to explain. Tho the lessons deal with botanical specimens, many scientific botanical thoughts must necessarily remain untaught. They may be used as the basis for written language. On the page plates are shown a great number of common fruits and vegetables. (American Book Company, New York.)

The story of *The Happy Heart Family* is related in a very entertaining way by Virginia Gerson, with the aid of many amusing pictures. There is Papa Good-Heart, Little Mother Heart, and numerous little Hearts, both boys and girls. Their experiences at the seashore and elsewhere are told with those delicate touches that will be appreciated by young and old. The book is a quarto bound in red cloth with a handsome cover design, and printed on smooth, thick paper with many colored text and page illustrations. (Fox, Duffield & Company, New York. Price, \$1.00.)



BERTHA'S HOME.

From "Our Little German Cousin." L. C. Page & Co.

The chief impressions one gets in looking over the pages of Richard Elwood Dodge's *Elementary Geography* are the skilful way in which physical, political, and commercial geography have been blended together, and how even civil government has been presented so that the pupils may gain a comprehension of the relation of the people to the governing machinery. In short, the earth is described as the home of man, and as such geography becomes a most fascinating subject of study. The book is a geography for beginners and hence has been divided into two parts, entitled respectively, "Home Geography" and "World Relations and the Continents." In the writing of the first part the effort was to make the narrative plain to every child in the country—a home geography in fact as well as in name. Hence the point of departure has been the child in his home, and from this he has been led gradually to a wider and wider field. Part I. shows the pupil's relations to all parts of his own country; Part II. shows his relations to the world. Before publication the text was placed under the searching criticism of eminent specialists and teachers. Particular care was taken in the spelling and pronunciation of proper names. One cannot help growing enthusiastic while examining the maps and illustrations. They are up to the very latest standard of excellence. The maps were all made especially for this work. There are hundreds of pic-

tures, showing features of land and water, abodes of men, customs of people, features of industry or commerce, and many other things. (Rand, McNally & Company, Chicago.)



From "The True Henry Clay." J. B. Lippincott Co.

Mrs. Harriet A. Cheever has never scored a greater success than in her latest animal story, *The Rock Frog*. To endow frogs with personal interest is no small feat. Ker-Chunk and his associates and their homes in the stream and pond are vividly pictured. It is a delightful nature study that others besides children will enjoy. Some good illustrations are contributed by Diantha W. Horne. (Dana Estes & Company, Boston.)

The Nursery Fire, by Rosalind Richards, illustrated with full-page and text cuts from drawings by Clara E. Atwood. —The author tells of the doings of the inmates of the nursery in a way that will be appreciated by the children. Especially noticeable are her descriptions of the hammock ship, the soap-box garden, and the picnic. The pages are oblong, 7 by 8 inches. (Little, Brown & Company, Boston. Price, \$1.50.)



From "The Mysterious Beacon." Little, Brown & Co.

Our Schools: Their Administration and Supervision, by William E. Chancellor, superintendent of schools, Bloomfield, N. J.—Our readers are well acquainted with the reputation as a writer of the author of this book. (Much of the matter in this book has already appeared in a slightly differ-



MONCURE D. CONWAY.

His "Autobiography" is just published by Houghton, Mifflin & Co.

ent form in the pages of THE SCHOOL JOURNAL.) They know that whatever subject he touches he illuminates, and that he is especially qualified by long experience to treat of the subject of administration and supervision. Moreover it is a comparatively new subject, requiring the services of a discriminating pioneer who will search deeply into all of its phases, such as this writer undoubtedly is. The public and even the teachers themselves in many cases need to be brought to a consciousness of the value of just this kind of work. If Mr. Chancellor's book shall have accomplished this, its service to the schools will be of inestimable worth. In his treatment of school management, the subject is defined, not as the instruction and control of individual pupils, but as the organization maintenance, administration, direction, and supervision of schools. The book is designed for all persons interested in the control of schools and school systems, including superintendents, principals, supervisors, proprietors, members of boards of education, trustees, legislators, parents, taxpayers, and teachers or students preparing for the duties of school administration. It is especially intended as a help to that large class of school teachers and officers in the country towns on whom the success of the school system as a whole so largely depends. Besides it may be used as a text-book by reading circles and normal schools and colleges. In the preparation of the book Superintendent Chancellor has had the advice and assistance of many well known educators. On such points as the relation of the superintendent to the school board, of the supervisor to the school; salary, tenure, and certificate, and many other important matters it is bound to stimulate thought, and thus bring about an improved condition of the schools. (D. C. Heath & Company, Boston. Price, \$1.50.)



A GROUP OF BRAHMINS.

From "Indian Life in Town and Country." G. P. Putnam's Sons.

Shorter Poems of Goethe and Schiller, In Chronological Order, selected and annotated by W. H. Vander Smissen, M. A.; professor of German in University college, Toronto.—Professor Vander Smissen has clearly prepared the most satisfactory edition of the shorter poems of Goethe and Schiller. The poems are so arranged that they give a clear idea of the development of the two poets. Brief foot notes clear up the lexical and critical difficulties. In addition to an excellent bibliography and reviews of the important periods of the lives of the poets, many excellent pictures illustrating the poems, are introduced into the edition. (Price, 60 cents: D. Appleton & Co., New York.)

Guide Right is a little book of ethics for young people by Emma L. Ballou, a well known Jersey City primary school principal. She tells the boys and girls why they ought to be kind, obedient, punctual, truthful, studious, honest, etc., and supplements her remarks with stories about real children. It is as far as possible from a frigidly moral treatise. It is so bright, and written in such simple language that the young people cannot help being interested in it. The illustrations are by Effie Louise Koogle. (March Bros., Lebanon, Ohio. Mailing price, 40 cents.)

The Cincinnati Game Company's *Educational Card Games* are not home games only, and chiefly, but distinctively school and occupation games. They are planned to cover all important fields of elementary learning and teaching, as included in modern courses of study, and reading, and observation for children. Being educational, and not merely entertaining, they become an adjunct to the traditional teaching exercises—the study period, the recitation, the examination, the field excursion, the writing and speaking of the classroom, and the formal assignments. Most of the games may be played by an entire class as a regular exercise, or by groups of children during a single class period. Some of them may precede a lesson; others follow it. They are not meant as a substitute for any regular oral or text-book exer-



Lion. Length, 6 ft.
Feeds on flesh only.
Covered with coarse hair (fur).
Fur is useful (rugs).
Harmful to man.
Lives on the plains.
Color, yellow (to brown).
Particularities.
Tail is tufted. Male has a large mane.
Live in families (usually).
Next in strength to the tiger.
Is of the cat family.
Called "King of Beasts."
Found in Africa and Southern Asia.



The Dog.

The dog barks.
The dog eats meat.
A dog loves a good master.
It likes to sleep by the fire.
The dog draws the cart.
The dog catches rats.
The dog draws the sled.

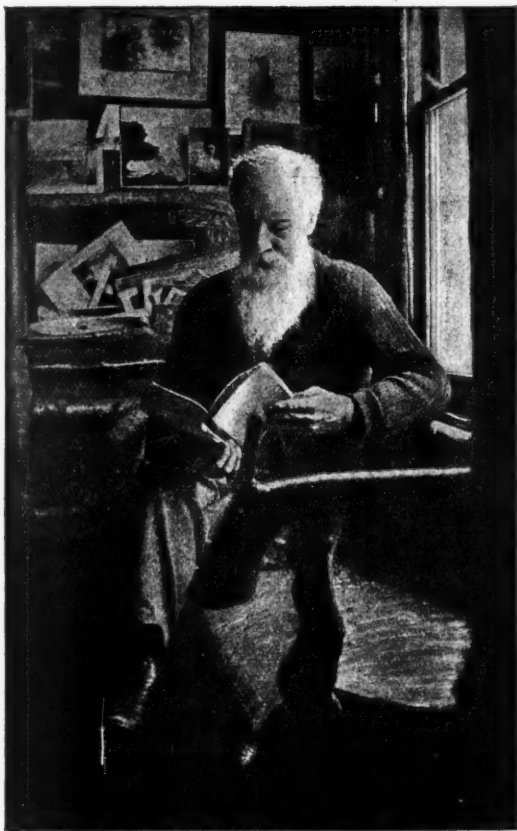
From "Wild Animals."

From "Domestic Animals."

Cincinnati Game Co.

cise, but to supplement and fix the lesson. The primary fact in the child's life is an exacting activity. He plays, not because he cares for results, but for the pleasure derived from the activity and because he cannot help it. In these games the play impulse is directed on educational lines. Their purpose is to arouse interest on the higher planes of thinking, and to avoid the routine handling of cards and mechanical plays. The memory is appealed to; but even more, the judgment, careful inference, foresight, the power to classify—grouping kindred ideas, quick perception of conditions, and a habit of using what one knows. The player's interest is caught and attached to fundamentals. The play tends to cultivate an abiding interest in what is worth while, and skill in handling the tools of learning. The new school games, each twenty-five cents per pack, are Addition and Subtraction, Multiplication and Division, Fractions, Words, Domestic Animals, Wild Animals, Constructive Geometry, and Our National Life. Each of the games can be played in various ways, simple or more difficult to suit the pupil's needs, and keep pace with his advancement. The high merit of the games is shown by the fact that they were awarded both the grand prize and the gold medal at the St. Louis exposition.

The Master's Violin, by Myrtle Reed.—Miss Reed's style is exquisite. She combines delicate fancy, tenderness, delightful humor, and spontaneity. This last work from her pen is a musical story, written in her best vein, with a thread of love running thru the whole. The thousands who have enjoyed the gentle humor and delicate sentiment of "Lavender and Old Lace," will find the same qualities expressed in *The Master's Violin*. It has illuminated title page, chapter headings, and running heads. (G. P. Putnam's Sons, New York. Price, \$1.50.)



JOHN BURROUGHS IN HIS STUDY.
From "Far and Near." Houghton, Mifflin & Co.

Phyllis' Field Friends, stories of little animals, by Leonore E. Mulets.—In this volume are stories about the common small animals which are familiar to almost every child. The reader is made acquainted with a little girl named Phyllis who lives on familiar terms with the little inhabitants of the field, such as the hare, the squirrel, the mouse, etc. In addition there are worked into the narrative tales of animals gleaned from the literature of other nations. There are several colored illustrations by Sophie Schneider. The book is one of a series treating of botany and natural history. (L. C. Page & Company, Boston. Price, \$1.00.)

Richard Wagner, by Nathan Haskell Dole, a volume of the Chiswick series, gives, in brief, the life-story of this great musical genius. With Wagner's position in his art, the relative values of his operas, or the motifs which underlie them, this little volume has nothing to do. But for those who wish a clear, direct narrative of Wagner's life, in attractive form, the book is worth while. The full-page illustrations are from portraits of Wagner or photographs of scenes connected with his career. (Thomas Y. Crowell & Company, New York. Price, 50 cents.)

Ellen and Mr. Man, by Gouverneur Morris.—This book, by the author of *Tom Beauling* and *Aladin O'Brien*, ought to add greatly to Mr. Morris' literary reputation. Ellen is the dearest and most charming of girls, and little Mr. Man

is as interesting and lovable a lad as ever delighted a reader's heart. Mr. Man is the leading man in the story. He is such a quaint, boyish, yet unboylike, old fashioned youngster. He suffers so keenly the neglect of his father, and feels so deeply the disgrace of his bad conduct and the discomfort of his treatment, and yet thru it all, is so bravely loyal to his ideals of family honor. Mr. Man adores Ellen as only a small boy can adore a sweet, lovable girl, with a fervor and devotion that gives all and asks nothing in return. There is another lover, the "Chocolate King," an interesting French character, besides several other interesting *dramatis personae*—all helping to make up the prettiest bit of work that Gouverneur Morris has yet done. It is Mr. Man who is the leading man after all. How true Ellen's saying, "Why is it, that just as soon as you think a certain person is perfection, he or she proceeds to disclose a cloven hoof." It recalls what George Eliot says in regard to the same thing. She compared finding faults in our friends to eating cherry pie, and when you think there are no pits in it, to biting on one and jarring and hurting your teeth. She says it gives you an ugly jar when you discover unlooked for



From "Cathedrals of Southern France." L. C. Page & Co.

faults in your friends. The cover design of a butterfly is particularly appropriate, as the readers introduction to Mr. Mr. Man, and his adventures begin by following the flight of a butterfly. The interesting frontispiece is by the Frenchman, Leo Guipon. (The Century Company, price \$1.25.)
—B. E. L.

Jiu-Jitsu: Japanese Gymnastics for Women is a book full of excellent photographic illustrations and descriptive matter on the timely topic of Jiu-Jitsu. The woman who masters the wonderful art of Jiu-Jitsu is master of herself. The author of the book, Irving Hancock, is familiar to students of Japanese gymnastics thru several previous works along this line. The present book is splendidly illustrated with photographs illustrating every point suggested. (G. P. Putnam's Sons, New York.)

A great deal of amusement is contained in the little volume entitled *German Wit and Humor*. The items are all brief and are collected from various sources and classified under appropriate subject headings. There are anecdotes of doctors, lawyers, authors, musicians, soldiers, and others. The frontispiece is a fine portrait of Goethe. (George W. Jacobs & Co., Philadelphia.)



From "The Merryweathers."

Copyright by Dana Estes & Co., 1901.



"THE GIANT WILL TROUBLE YOU NO MORE" said Geirald.

From "Lang's Brown Fairy Book." Longmans, Green & Co.

In *Deacon Lysander*, the author, Sarah Pratt McLean Greene, carries her well known types of New England character to new scenes. The old farmer, Deacon Lysander Morse, and his wife, Candace, go to Washington "to see gayety and happiness" and find, even there, "things are not what they seem," but, with cheerful optimism and tender sympathy, they seek to relieve the troubles of those around them and find pleasure in making others happy. The many admirers of Mrs. Greene's "Cape Cod Folks" will find a pleasant hour awaiting them in this, her latest work, *Deacon Lysander*. (The Baker & Taylor Company, New York. 33-37 East Seventeenth Street, Union Square, North.)

The Story of Rolf and the Viking's Bow, by Allen French. Illustrated by Bernard J. Rosenmeyer.—The old Icelandic Sagas are new to the boys and girls of to-day, but these stories are characterized by a heroic spirit, and obedience to law, a personal courage, and a sense of honor, which still make their themes valuable reading for the present generation. In this tale of Rolf, the Icelandic boy, the conditions of the life of the time are well described, and the story of Rolf's efforts to regain his lost birthright and to defend the name of his dead father is full of interest. It is a good book to place in the hands of the young—either at home or in school. Boys will be sure to like it. (Little, Brown & Company, Boston.)

The long looked for *Life of William Shakespeare*, by Dr. William J. Rolfe, has been issued from the press. Dr. Rolfe is beyond all odds the greatest American authority on Shakespeare, and accordingly, aside from its historical value, the author has something for us that nobody else could give. And what a labor—a vast labor it must have meant! It is all there—the story of the ancestry and birth, Shakespeare's education, marriage, days at Stratford, the life in London, the dramatic apprenticeship, comments on the poems, the historical plays, the sonnets, the tragedies, and the romances. With bibliography, notes, and index, the book contains exactly 551 pages. It is illustrated by several beautiful steel engravings and photogravures printed on parchment paper. The volume is something the student of Shakespeare must have, the lover of Shakespeare will have. (Dana Estes & Company, Boston, publishers.)

Principles and Ideals for the Sunday-School, by Ernest De Witt Burton and Shailer Matthews, professors in the University of Chicago, is one of the most important books relating to Sunday-school work ever published. It leads us to hope for great things from the Sunday-school when men like President Harper and the authors of this volume interest themselves in it, not only theoretically but practically. They speak from actual experience, and altho they say nothing about the primary or kindergarten portions of the work,

their direction as to the handling of classes of children of the grammar school and high school age are invaluable. The topics considered include the purpose of the Sunday-school, the teacher as a student, bases of authority in teaching, methods of conducting a class, how to induce a pupil to study, the pastor as a teacher of teachers, requirements of a graded school, examinations, the library, etc. Nearly all



A KING BIRD NESTLING.

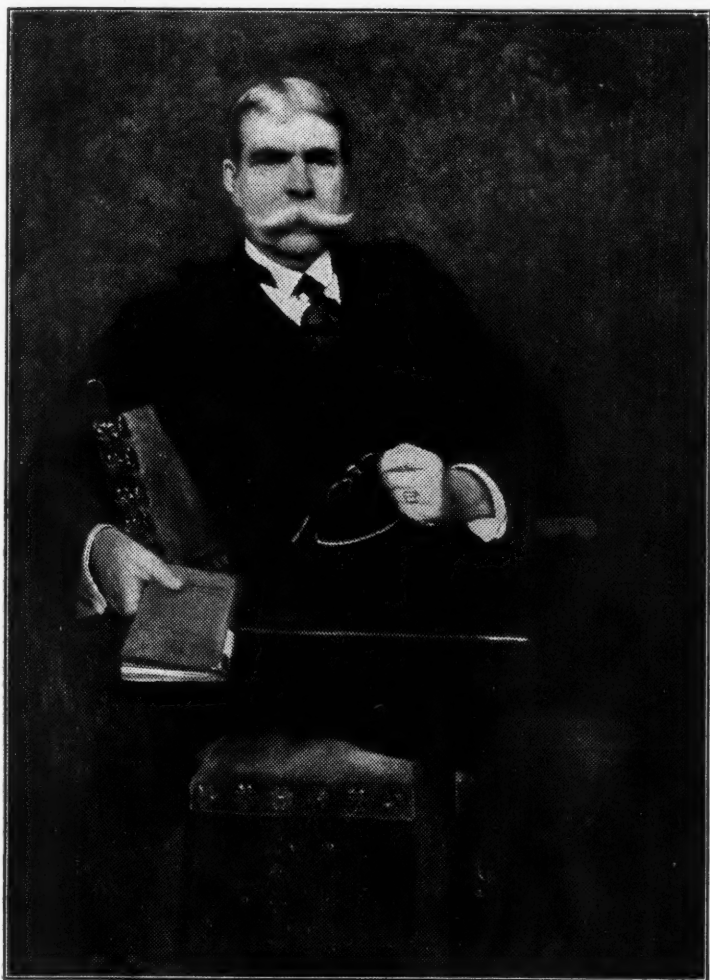
From "Our Birds." American Book Company.

of the above are matters in which most teachers and schools require guidance. We would especially call the attention of teachers to the chapter on the conduct of the recitation, in which is given the four methods and the dangers incident to each. It is said that the Sunday-schools command more ability than any other class of schools, but pedagogical knowledge is greatly needed. Every Sunday-school teacher in the country should read this book. It would be a good plan for those purchasing new books to place it in the library. (The University of Chicago Press, Chicago. Price, \$1.00.)



"HE HELD HER CLOSE."

From "The President." A. S. Barnes & Co.



F. Hopkinson Smith, author of "Colonel Carter's Christmas."
Charles Scribner's Sons.

The story of *Abraham Lincoln*, by James Baldwin, in the series of Eclectic School Readings, is dedicated to the school-boys of America. They should read the life story of this grand, true man and political hero, a man whose instincts were so infallibly just and right that his former opponents now praise him. Mr. Baldwin has sought to tell of Lincoln's life in such a way as to engage the interest of boys and girls; also to trace the progress of our government from the time of its organization to the end of the great Civil war. If the young readers learn the story of the great Lincoln and gain a foundation knowledge of this period in our history they may well thank the author for giving them this book. It is well illustrated. (American Book Company, New York.)

An American King, by Edward S. Ellis.—This is a story of King Phillip's war, and is therefore laid among the facts of early New England history. We have had occasion to speak of Mr. Ellis' writings in these pages and always favorably. He prepares literature for the boys mainly and there is always clearness and good purpose in it. Boys need a literature that has some excitement in it; this book poens up some history just as the Boy Pioneer series did, and therefore is bound to do something besides excite. (Henry T. Coates & Company.)

Mary's Garden and How it Grew, by Frances Duncan, is a book for every girl and boy and garden lover. It will be helpful to every amateur gardener. Little Mary, who gives the title to the volume, loves every green and growing thing as much as her gray-haired friend, and together they work happily side by side, in the old man's greenhouse and in Mary's little garden, their enthusiasm interesting and stimulating their neighbors. It is really a treatise on gardening in a very pretty setting. (The Century Company, New York. Square 12mo., \$1.25; illustrated by L. W. Ziegler.)

The Star of Bethlehem, by Charles Mills Gayley.—The handsome little book bearing this title contains a miracle play of the nativity

reconstructed from the Towneley and other Old English cycles of the thirteenth, fourteenth, and fifteenth centuries, supplemented and adapted to modern conditions. In the shape here given it was presented by Mr. Ben Greet and his company. The quaint language is very charming. The introduction gives a history of English miracle plays. The illustrations are reproductions of old cuts. (Fox, Duffield & Company, New York.)

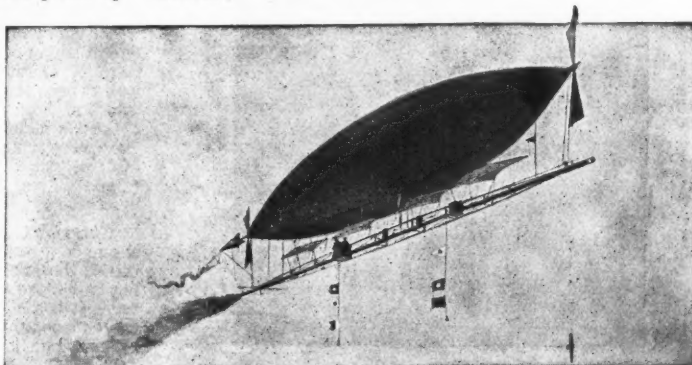
The Canterbury Tales of Geoffrey Chaucer, a modern rendering into prose of the prologue and ten tales by Percy Mackaye, with pictures in color by Walter Appleton Clark.—Most people are shut out from an enjoyment of this great author by the barrier of obsolete language. It is for those who have never delved into our early English speech that this volume was prepared. This book presents a representative portion of Chaucer's masterpiece to the modern reader, so far as possible in the style and substance of the original. The author has sought to use Chaucer's language, to err rather in the direction of literal fidelity than literary license. No archaisms, however, have been retained which are not fairly intelligible. There have been some omissions for the sake of propriety and intelligibility, slight rearrangements for the sake of clearness, and translation and paraphrase due to the necessities of the prose style. The binding, printing, colored illustrations, and general make-up of the book form a worthy setting for these gems of early poesy. (Fox, Duffield & Company, New York. Price, \$2.50.)

A School History of the United States, by William H. Mace, professor of history in Syracuse university, illustrated by Homer W. Colby, H. W. Dietzler, and Denman Fink; portraits by Jacques Reich.—Nothing has been left undone to make this a complete and up-to-date school history. It has been the object of the author to make the style so simple and transparent that the child can come into immediate possession of the meaning without overcoming obstacles in the shape of strange words and involved sentences. Special care has been taken to impress great historical scenes upon the mind. As a further stimulus to the sympathetic and constructive imagination, and as an appeal to the higher tastes, ten full-page illustrations in colors have been introduced.

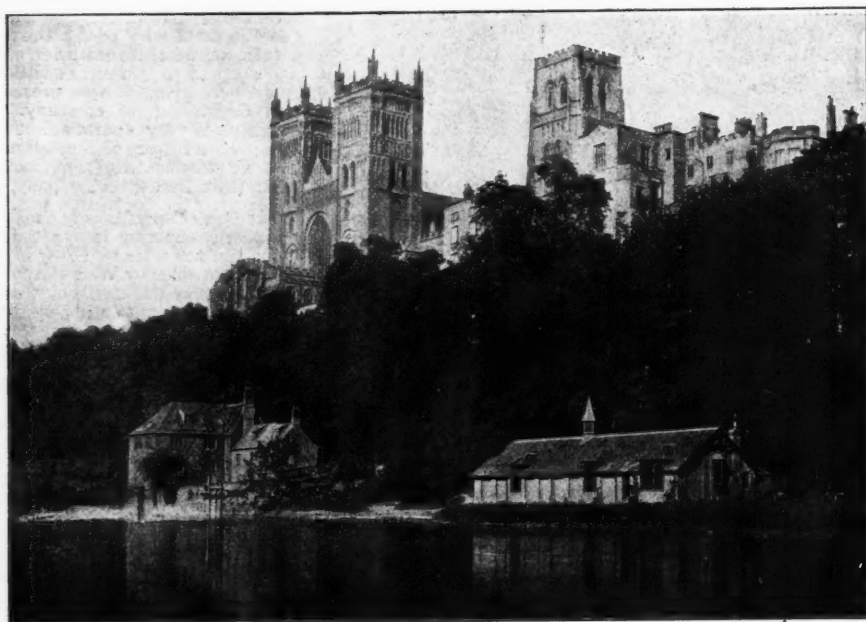
These illustrate ten of the most dramatic or important events in American history. Teachers and pupils will appreciate the value of the study questions and collateral reading in the appendix. (Rand, McNally & Company, Chicago.)

In her story of *Lady Spider* Harriet A. Cheever depicts life from the spider's viewpoint. She shows how the spider regards men, how she builds her house, her difficulties and triumphs in maintaining her home and gaining a living. It is a thoro study of this sagacious creature. Diantha W. Horne contributes several effective illustrations. (Dana Estes & Company, Boston. Cloth, 50 cents.)

One of the latest volumes of the handsome Chiswick series is Sarah K. Bolton's sketch of *Emerson*, the sage of Concord. It gives a clear-cut picture of Emerson the man—his homes, his haunts, tastes, and sympathies. The book is specially illustrated from photographs and portraits, and pleasingly bound. (Thomas Y. Crowell & Company, New York. Price, 50 cents net; 12mo., gilt top, eight illustrations.)



From "Modern Industrial Problems." J. B. Lippincott Co.



Durham Cathedral

From "Cheyney's History of England." Ginn & Co.

The New Century History of the United States is the last literary work that Edward Eggleston undertook. His purpose was to tell the story of our country so briefly that it might be mastered within the limited time allowed for its study in the schools, and yet not condense the narrative so much as to detract from the interest. Dr. Eggleston had finished the first draught of the book when illness of so serious a nature overtook him that he was obliged to assign the work of revision to his brother, George Cary Eggleston. The narrative from that of the legends of the old Norse adventures to the account of the coal strikes is one of surpassing interest. The marvelous development from colonies to nation and from nation to a world power is traced in all its phases—industrial, social, political, commercial. Too much praise cannot be given to the beautiful typography, including the side heads in bold type. The maps and illustrations are also of surpassing excellence, and include a great number of cuts from old prints, portraits in half-tone and line, photographic reproductions of famous pictures of battles and places famed in our annals, etc. At the end about twenty pages are devoted to biographies of famous people. (American Book Company, New York.)

The Rubaiyat of Omar Kayyam, text of Edward Fitzgerald, with introduction and notes, Chiswick series. To those desiring an attractive copy of this world-famous poem, this little book will commend itself. It follows the standard Fitzgerald text which is presented in artistic printing, binding, and illustration. The series of full-page drawings preserve the Persian spirit admirably. (Thomas Y. Crowell & Company, New York. Price, 50 cents, net; 12mo., gilt top.)

A First Reader, by Florence Bass.—In this book the words are developed from the beginning, in order that pupils may have a definite list of words in mind from which to recall the

sounds of letters. Words which pupils are not able to recall from previous work are at first taught as wholes, either from association with objects, pictures, or actions, or from the sentences in which they are used. Phonic drill is to be given, separate from the lesson, in listening for sounds in spoken words, in learning to recognize the printed letter represent-



FENDING A BOXER'S LEFT-HAND BLOW.

From "Jiu Jitsu Combat Tricks." G. P. Putnam's Sons.

ing the sound, and in making the written form. The book is handsomely printed, bound, and illustrated. The colored illustrations add much to the beauty of the volume. (D. C. Heath & Company, Boston.)

The Story of Little Paul from Dickens' novel of *Dombey & Son* is one of the volumes whose object is to get young people interested in the characters of literature. It may be well to note that the story of Paul Dombey is to a large extent autobiographical. It has been the aim of the editor to present a history of little Paul Dombey that will appeal to even very young children. The language of the author is left unchanged, tho the narrative itself is somewhat abridged. (Dana Estes & Co., Boston. Price, \$1.00; cloth, 12mo., illustrated.)

Cherry's Child, by John Strange Winter (Mrs. Stannard) is one of a number with which the author has greatly entertained the public. "Little Joan" proved exceedingly popular, and this has the same freshness and insight into character. It is a clever piece of writing. Of course, marriage is the end sought; the last line, "Oh, Nell is to marry me," exhibits the keynote of the novel as it seems to be of human life. (J. B. Lippincott Company, Philadelphia. Price \$1.25.)



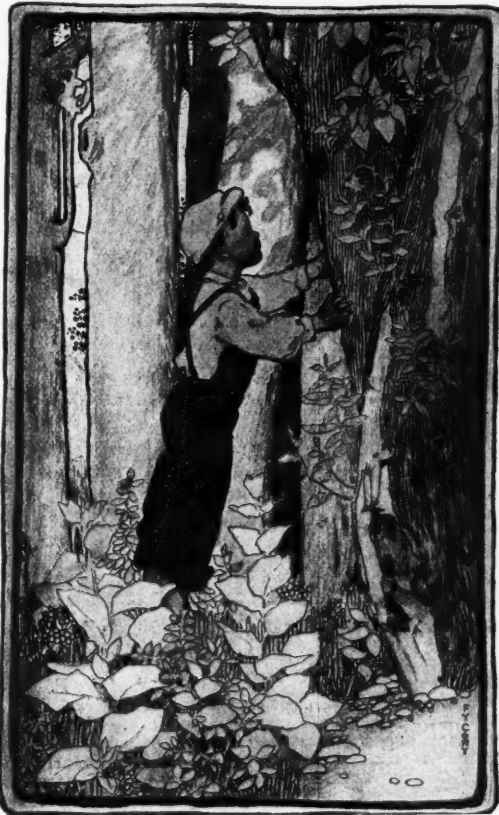
From "The Canterbury Tales." Fox, Duffield & Co.

Stories of Adventure, compiled and edited by Edward Everett Hale, was prepared to teach boys and girls how to use themselves the treasures, now at their hands, in public libraries. In other words, it serves to introduce the books to the young readers. Among the persons who figure in these stories are Marco Polo, Sir John Mandeville, Cortez, Coronado, the Jesuits, Humboldt, and others. The book has been made more attractive by portraits and pictures reproduced from illustrations in early editions of voyages and biographies. (Little, Brown & Company, Boston. Price, \$1.25.)

A new book, which girls will certainly enjoy, is *Lou* by Harriet A. Cheever. The little girl, Lou, believing her mother has died in the hospital, runs away from the institution in which she is so unhappy. She has many adventures, and, during her unexpected travels to the East Indies, sees many strange countries. Lou is always kind, truthful, and honest, and meets kindness in return. She is finally re-united to her dear mamma and all ends happily.

This story is told in a bright, interesting way, and incidentally gives much information about foreign lands to the youthful reader. The illustrations are by Bertha G. Davidson. (Dana Estes & Company, Boston.)

King Arthur and Robin Hood are the two best known heroes of English legend. The young will find the tales of the latter very effectively told, in the volume of *Children's Favorite Classics* entitled *Stories of Robin Hood*, by J. Walter McSpadden. Every story is begun by verses from the ballad upon which it is based, and frequently thruout the pages the exact language of the quaint original is used. (Thomas Y. Crowell & Co. New York. Green cloth binding and handsome cover design, with illustrations; 16mo, 60 cents.)



FROM THE NEW EDITION OF "SONNY"
The Century Co.

The Lord of the Air, by Charles G. D. Roberts, is a volume of Roberts' series of animal stories which relates to the eagle. He describes the wild, desolate home of this king of birds and relates with thrilling interest his adventures in chasing and capturing his prey. The scene is the wilderness of northern New Brunswick, and that an old Indian, the most cunning trapper in all that region should figure in the narrative is quite in keeping with the rest of the story. The illustrations are by Charles Livingston Bull. (L. C. Page & Company, Boston. Price, 30 cents.)

Nature's Invitation, by Bradford Torrey, contains so tempting an invitation to hurl hard work to the winds and take to the woods that the reader can hardly resist the temptation. Mr. Torrey takes us to the White hills of New Hampshire, to the swamps and woods of Florida, to the prairies of Texas, and the deserts of Arizona. Everywhere we see what the

writer sees. We rejoice with him over the discovery of the bird at the unexpected season, and the flower seen for the first time after years of search. The sketches are delightful.



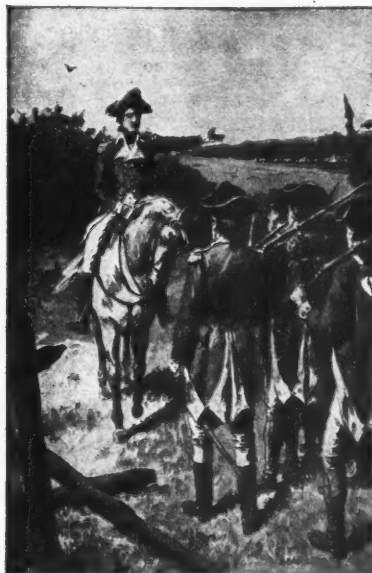
From "Gloria."

Copyright by Dana Estes & Co., 1904.

Such a book as *Nature's Invitation* is next best to seeing things at first hand. (Houghton, Mifflin & Company, Boston.)

Messrs. Raphael Tuck & Sons, of 122 and 124 Fifth Avenue, New York, and also of London, have solved the vexed question of what teachers may give their children and their fellow-teachers, as well as their personal friends, in remembrance of the Christmas season, yet with slight expense to themselves. The array of booklets, calendars, dolls for cutting out, and picture books seems almost endless; the quality is even better than in former years. Perhaps a few specimens, selected from the list prepared for this season, may be of assistance to those who wish to purchase by mail.

Among the larger calendars may be mentioned the "Flowers of the Year," six leaves decorated with sprays of flowers as only the House of Tuck can do such work, price \$1.50. For one who enjoys bright fun, entirely free from coarseness, either of the four calendars of the "Rag Time" series will please. The background is of gray, with humorous,

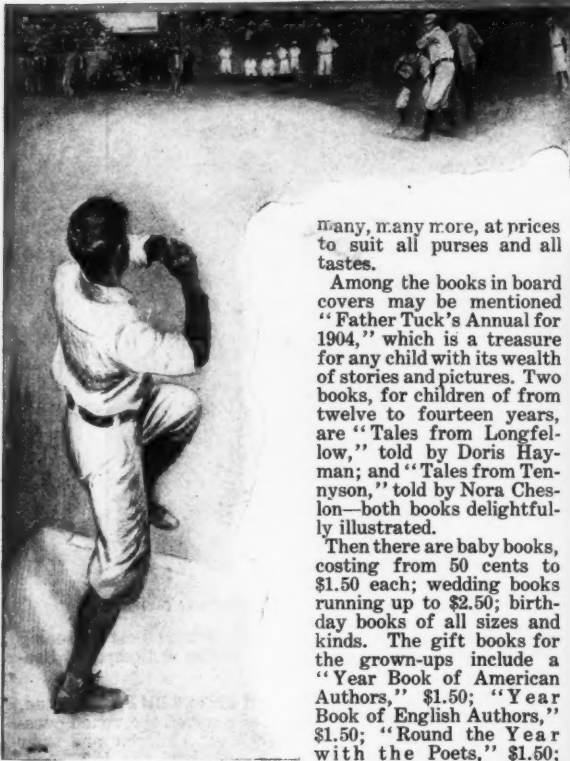


From "Minute Boys of the Green Mountains."
Copyright by Dana Estes & Co., 1904.

cloth-dressed figures. "Good Luck to You," (Dutch figure), is especially charming. Price, 50 cents.

There are toy books running from 5 cents to 75 cents each. They include such stories as "Dick Whittington," "Cin-

derella," "Red Riding Hood," etc., at five cents; "Tom Thumb," "The Three Kittens," etc., at 10 cents; the longer fairy tales such as "Jack and the Beanstalk," and "The Sleeping Beauty" at 25 cents; "Animal Land," "Cosy Nook Farm," etc., every page a picture, at 75 cents, and



REDUCTION OF ILLUS. BY TON FROM
"BABY ELTON, QUARTER-BACK" (LESLIE QUARK)
The Century Co.

many, many more, at prices to suit all purses and all tastes.

Among the books in board covers may be mentioned "Father Tuck's Annual for 1904," which is a treasure for any child with its wealth of stories and pictures. Two books, for children of from twelve to fourteen years, are "Tales from Longfellow," told by Doris Hayman; and "Tales from Tennyson," told by Nora Cheslon—both books delightfully illustrated.

Then there are baby books, costing from 50 cents to \$1.50 each; wedding books running up to \$2.50; birthday books of all sizes and kinds. The gift books for the grown-ups include a "Year Book of American Authors," \$1.50; "Year Book of English Authors," \$1.50; "Round the Year with the Poets," \$1.50; "Merry Wives of Windsor," \$2.50; "Lamb's Tales from Shakespeare," 2 vols., \$5.00 per set.

All in all it is a marvelous collection which the Tuck house has made ready to aid the good old Christmas Saint with, and Raphael Tuck & Sons, as well as all who patronize them, are to be congratulated.

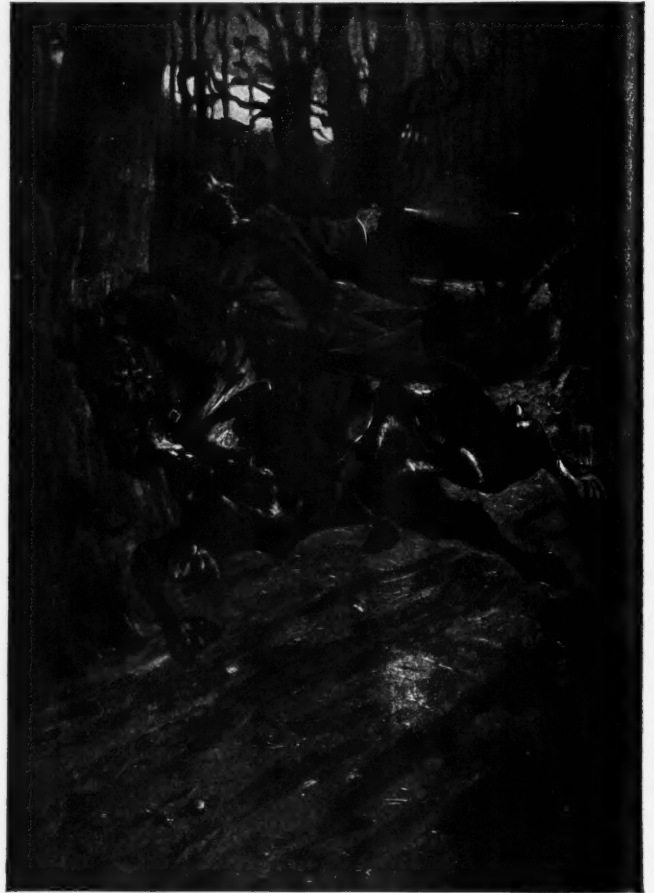


From Dr. S. Weir Mitchell's "Mr. Kris Kringle."
Geo. W. Jacobs & Co.

A series of popular little hand books on various subjects, issued by the Penn Publishing Company, of Philadelphia, will be in great demand. The information in these books is not only complete and reliable, it is compact and readable.

They are bound in cloth and sold at fifty cents each. *Graphology*, how to read character from handwriting, with full explanation of the science and many examples analyzed, is by Clifford Howard. Frederick W. Unger, in his little book on *Epitaphs*, gives a unique collection of post mortem comment, obituary wit, and quaint and grewsome fancy. M. M. Macgreggor writes of *Astrology*, the influence of the stars on character, and on success in friendship, business, and matrimony.

The Dog, his selection, care, training, breeding, treatment of ailments, preparation for show, etc., is the theme treated in a useful little book by John Maxtee. The author divides dogs into three kinds—those which are kept purely as companions and guards, those for use in the field, and those for showing. The latter have to lead a more or less artificial life. The different breeds and the special traits of this best animal friend of man are described. There are many illustrations. (The Penn Publishing Company.)



From "The Rider of the Black Horse."
Houghton, Mifflin & Co.

An Elementary History of England, by Prof. T. F. Tont, of the University of Manchester, and James Sullivan, Ph.D., of the High School of Commerce, New York.—The authors of this book have, rather than rely on detached incidents and episodes, put together a fairly continuous narrative, even at the risk of some parts of it being less attractive than they might have been by the fuller mode of proceeding. The teacher is vitally necessary in the first stages of history teaching, however. They intend that the book should supplement, not supersede, the teacher. It is well supplied with illustrations, maps, summaries, genealogies of dynasties, topics for supplementary reading, etc. (Longmans, Green & Co., New York. Price, 78 cents.)

In School and Out is the title of a collection of children's songs for the school, home, and playground compiled by Frances Emerson. The editor's intent was to compile for her co-workers such songs as have appealed to the children in her charge; with rhythmical melodies to charm the ear, wholesome verses for the mind, and both for the heart. No one who examines this collection will doubt for a moment that they appeal powerfully to the child. There are home, nature, Christmas, patriotic, and other songs. (The John Church Company, Cincinnati, Chicago, and New York.)

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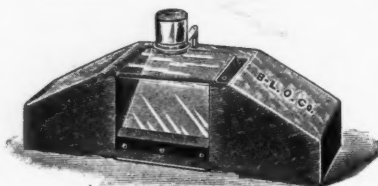
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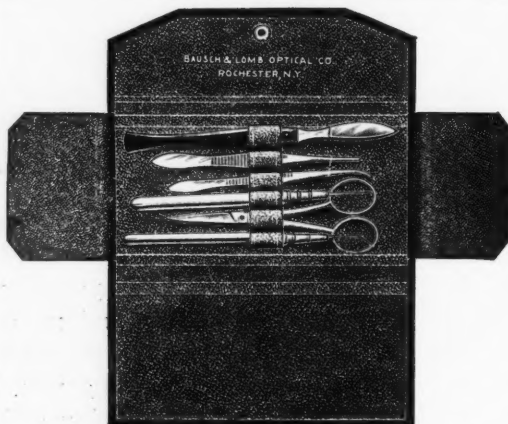
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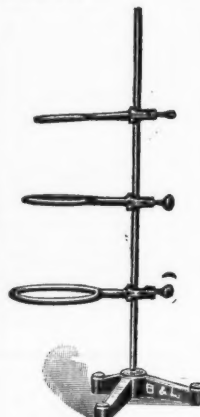
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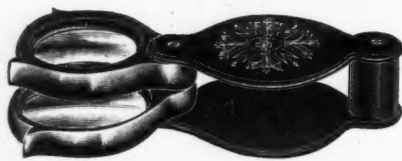
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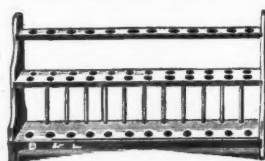
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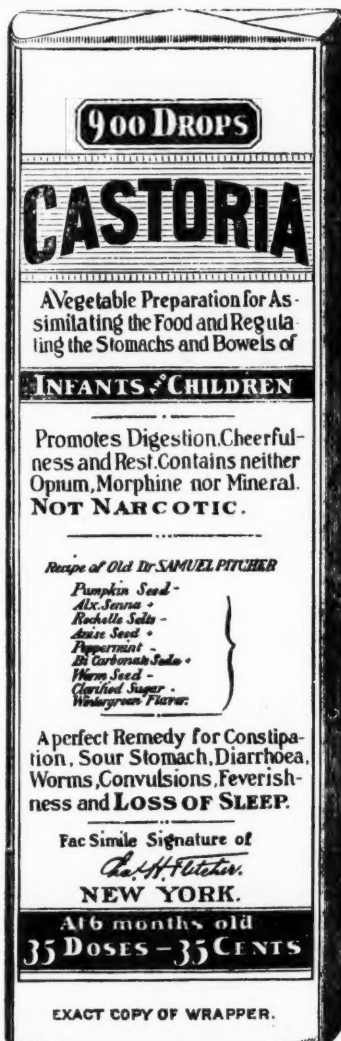
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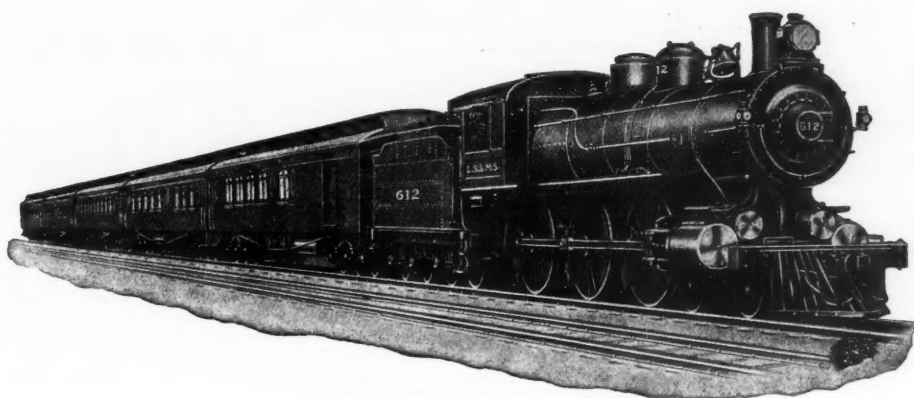
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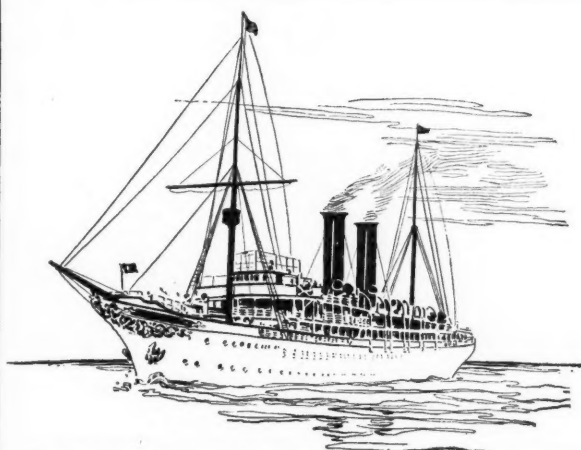
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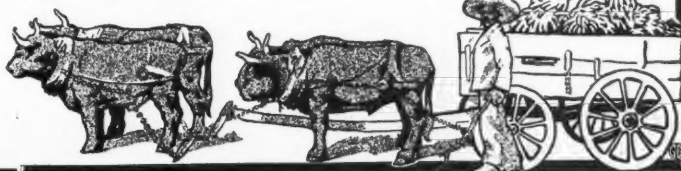
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New York City.

A dinner will be given by his former pupils to Dr. John D. Robinson, for over half a century teacher and principal of public school No. 94. The dinner will take place at the Hotel Astor on Dec. 15. John D. Crimmons, Justices Morgan J. O'Brien and Charles H. Truax, Jacob A. Cantor, ex-Sheriff Sexton, and many other well-known men who were his pupils will join in this expression of esteem to Dr. Robinson.

So great an increase is reported at the evening schools this year that at the next meeting of the executive committee of the board of education, it will be necessary to provide for the appointment of additional teachers in dressmaking, bookkeeping, millinery, and English for foreign-born students.

The local board of the Twenty-ninth district in its semi-annual report, while praising the kindergarten work in school No. 3, Brooklyn, and asking for similar kindergarten work in school No. 45, condemns the general course of study with great severity.

One hundred and twenty-five pupils in the 4A grade in school No. 119, of which Mrs. A. C. Wilson is principal, together with their teachers, are attending the lectures at the Museum of Natural History. Only those pupils whose parents have given written consent are permitted to go, and to provide perfectly for the safety of the children, the Eighth avenue trolley provides three special cars for the classes' accommodation.

The class in blackboard illustration, in charge of Miss A. Grace Gibson, and under the auspices of the New York Society of Pedagogy, began its work on Nov. 10, at school No. 6, Madison avenue and Eighty-fifth street, Manhattan. It will meet hereafter at four o'clock on each Tuesday afternoon.

A reception was tendered to the art teachers of the greater city on Nov. 11, by the art department of the Erasmus Hall high school, Brooklyn. Mr. Frederick Crowninshield was the guest of honor.

At its meeting on November 16, after a discussion of nearly two hours, the New York City Teachers' Association adopted a resolution that the delegates from the association to the Interborough council vote only upon receiving instructions from the association. As the New York city teachers have twenty-seven of the fifty delegates sitting in the Interborough council, the adoption of this resolution means that the council is at the absolute command of this association.

President Gross appointed Prin. Alida Williams, of school No. 33, as chairman of the committee on teachers' interests, and Prin. Rufina Cregin, of school No. 42, as chairman of the committee on children's interests.

The pier at the foot of East Third street was opened on Nov. 14, as an annex to public school No. 36. It will accommodate about 1100 children. On the same day one of the oldest schools in the city was returned to commission. This is old No. 23, on City Hall place. It was built almost half a century ago, and was regularly in use until 1902. It will now be used as an annex to new public school No. 23, and will provide for some 200 pupils.

In a chart recently prepared by Dr. Rudolph Tombo, Jr., registrar of Columbia university, it appears that Columbia has conferred nineteen thousand degrees during the one hundred and fifty years of her history.

A course of lectures on methods will be given every Thursday afternoon at 4.30 by Dr. Bernard Cronson at the High School of Commerce. The course will

be under the auspices of the committee on elementary education of the Male Teachers' Association.

The local school board of the third district has suggested to the board of superintendents that it is necessary to have a new school in their district to replace No. 137, and suggesting further that the new school be organized as an intermediate school.

On Dec. 17, Supt. John Kennedy will address the Educational Council at the Washington square building of New York university on the "Batavia plan."

The Male Teachers' Association gave a dinner at Shanley's on Nov. 19, at which addresses were made by Superintendent Maxwell, Dr. Samuel M. Lindsay, former commissioner of education in Porto Rico, and Dr. James Earl Russell, of Teachers college.

The vacant trusteeship of New York university has been filled by the election of William M. Kingsley, '83, senior member of the firm of Kingsley, Magon & Duryea.

Some complaints have been made because all the boys in the public schools are not allowed to compete in the games and contests of the Public School Athletic league. It appears that the boys attending schools where there are no men teachers are excluded.

A Janitor's Jubilee.

Samuel C. Haight, janitor of public school No. 127, on West Thirty-seventh street near Tenth avenue, celebrated, on November 16, the fiftieth anniversary of his entrance into the service of the city. Mr. Haight is the oldest janitor in length of office, and has but one senior in the length of city civil service, an employe in the building bureau of the department of education.

In honor of this unusual event, the school had a public assembly in honor of Mr. Haight. Associate Superintendent O'Brien presided, and Commissioner Donnelly, chairman of the committee on care of buildings of the board of education, presented to the venerable employe a handsome chair, the gift of the Janitors' Association. Chairman Brynes, of the district school board, presented the janitor with fifty gold dollars, a gift from the officials of the board of education, and one of the little girls handed him fifty golden chrysanthemums, a gift from the school. Mr. Haight replied, telling of his experiences, and the children gave him three cheers. Despite his seventy years, the veteran is regarded still as one of the best janitors in the service.

Superintendent Marble Dined.

On the evening of Nov. 11, in the art gallery of the Salmagundi club, a complimentary dinner was given to Asso. Supt. A. P. Marble by the principals of the high schools, and his associates on the board of superintendents. Prin. Charles D. Larkins presided. The dinner was managed by him assisted by a committee consisting of Principals Buchanan, Vlymen, Sheppard, and McAndrew.

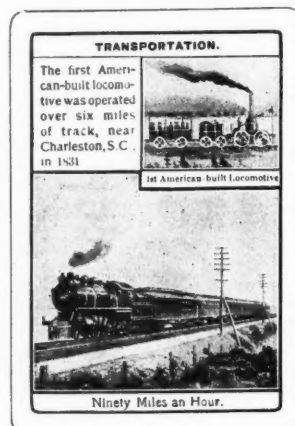
Complimentary addresses to the guest of the evening were made by Associate Superintendents Stevens, Davis, Meleney, and O'Brien, Commissioner Wm. Harkness, and Principals Buchanan, Wright, Denbigh, Clark, Rollins, McAndrew, and Larkins. Other participants in the dinner were Associate Superintendent Walsh, Principals Vlymen and Demarest, and Professor Karl Kayser. Congratulatory letters were read from Edward J. Goodwin, state deputy commissioner of education, Prin. W. B. Gunnison, Prin. Wm. L. Felter, and Prin. Frank Moore.

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Here and There.

Public school No. 11, Buffalo, has been turned into a manual training school.

At the meeting on Oct. 28 and 29 of the Monroe County (Wis.) Teachers' Association, there was organized a Western Wisconsin Teachers' Association. It will take in that portion of the state including La Crosse, Trempealeau, Monroe, and Vernon counties whose teachers cannot conveniently reach the meeting places of the other three sectional associations of Wisconsin teachers.

One Arthur Grunert, of Chicago, a sophomore at the University of Wisconsin, undertook the other day to discipline a member of the freshman class, Walter R. Mason, of Brookline, Mass., by ducking him in Lake Mendota. Instead of Mr. Mason's patiently submitting, after the immemorial custom of freshmen, he drew a revolver, and, greatly to the astonishment of his sophomore tormentor, breaking all the old-established rules of the game, shot Mr. Grunert of Chicago in the foot. Hereafter freshmen from Brookline, Mass., will be investigated at the University of Wisconsin before any sudden attempt is made to "haze" them.

The Rev. Herbert Welch, D. D., pastor of the Chester Hill Methodist church of Mount Vernon, N. Y., has been elected president of the Ohio Wesleyan university, succeeding the Rev. J. W. Bashford. Dr. Welch is a graduate of the Wesleyan university at Middletown, Conn., and has been pastor of the Summerfield church, Brooklyn, and of churches in Middletown, Conn., and in Manhattan.

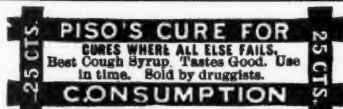
Prof. George E. Howison, head of the department of philosophy, University of California, has aroused much discussion at Berkeley by declaring that the large number of women attending the university as students are a hindrance to the development of high scholarly ideas.

The Marquise des Monstiers-Merinville, formerly Miss Mary Gwendolin Caldwell of New York, who founded the Catholic University of America at Washington, announces in a cablegram to the Associated Press that she has left the Roman Catholic church. It does not appear into what other religious body the Marquise has entered or contemplates entering.

The Washington correspondent of the Boston *Transcript* reports that there is a widespread feeling in the army that too much military education is being exacted by the war department. The chief of ordnance is about to urge the imposition of additional restrictions and conditions on the commissioned officers in his arm of the service, and Gen. J. F. Bell, head of the cavalry and infantry school at Fort Leavenworth, has sent in to his superiors an elaborate plan of extension and improvement. The opinion of the army seems to be that the officers have little time now for anything but study, and that this mass of theoretical training is not producing favorable results. So far, however, this opinion has not been reflected in high official recommendations.

Seven cases of smallpox have been discovered among the students at the University of Michigan. These students have been isolated, and everybody else at Ann Arbor is being vaccinated.

The legislature of Vermont has re-elected Walter E. Ranger as state superintendent of education.



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Publishers' Notes.

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The advertisement of the Remington Typewriter Company in this number of THE SCHOOL JOURNAL is, as usual, highly artistic. The Remington people continue to stand at the front in beauty, as they have always in utility.

If cleanliness is next to godliness then "Hand Sapolio" has been the "open sesame" to heaven to many whose hopes of attaining it would otherwise be faint. As a toilet requisite it cannot be surpassed for daintiness and efficiency. As a medium for preserving the healthfulness and beauty of the skin it cannot be too highly commended.

Switzerland used to be known as the home whence came the bravest soldiers of all the armies of Europe. Now it is known as the home of Peter's Chocolate. Instead of, as in the middle ages, sending mercenaries to guard kings and popes, it now sends millions of delicious cakes of chocolate for the delectation of the people. You remember how the king in "Hamlet" cries "Where are my Switzers, let them guard the doors." So around Christmas time, many little American princes will call upon their "Switzers" that is, on Peter's Chocolate, to guard the doors against fatigue and dullness. Peter's Chocolate is the original, and is made in Vevay, Switzerland, under the shadow of the Alps. All other chocolates are merely followers in its path.

During a presidential campaign the sale of Brown's Troches always jumps to an extraordinary degree. This is because the prominent politicians who, night after night, must address large bodies of people in the open air, know that nothing will preserve their voices from hoarseness, and in general keep their throats in good condition, like Brown's Troches. Few of us are campaign speakers, and the campaign, anyhow, is over, but winter, with its sleet and slush, is almost upon us. A cold is a mighty disagreeable thing, and can easily become dangerous. How can one teach, or be agreeable even in conversation, with a voice like Poe's raven. Keep your voice at its natural tone this winter, and prevent a cold from running away with you, by a liberal use of Brown's Troches.

Antiquity is not of itself a certificate of merit, but when an article has been in daily use for a century and a half, and is used to-day more widely than ever, it would be doubting the common sense of mankind to deny its title to excellence. So it is with Pears Soap. It has become one of the standard institutions of the Anglo-Saxon race. We have always sympathized with the American who, on a surveying expedition was buried for a year or more in the impenetrable jungles of the Amazon, and at length being reached by his rescuers laden with all the impedimenta of civilization, was asked what he desired first, and the intrepid explorer unhesitatingly answered "Have you got a cake of Pears?" He knew what was the best comfort of civilized man.

It is announced that the post-office department of the Federal government is about to proceed against the many worthless and dangerous proprietary medicines of which the market is full. It will do this by cutting off from the use of the mails newspapers and magazines that print their advertisements. Readers will doubtless soon notice a decided scarcity of such advertisements, especially of articles intended for infants. Most of these are decidedly dangerous, or at the best, utterly worthless. But the reader will continue to see advertisements of Charles H. Fletcher's "Castoria." The United States government has no quarrel with it. Castoria is absolutely free from all narcotic or otherwise deleterious substances, and its great worth has been proved by the millions of babies and children whose lives have been saved by it during its successful career of over thirty years.

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School News.

The only single school exhibit in the elementary group that received a grand prize at the St. Louis Exposition was the Stout Manual Training school at Menomonie, Wis., which is under the direction of Supt. L. D. Harvey.

THE SCHOOL JOURNAL learns thru *The Southern Letter*, published at the Tuskegee institute, that the institute did not receive one hundred thousand dollars, or any amount of money, thru the will of the late James Callahan, the Des Moines philanthropist. THE JOURNAL published the fact, trusting an Associated Press dispatch to that effect, and it very regretfully learns that the Tuskegee institute has not met with such a deserved good fortune.

The thirty-five Rhodes scholars who sailed together from Boston on the *Ivernia*, decided during the voyage that they would form no organization of any kind, as that would have a tendency to keep them together and prevent them from absorbing the real atmosphere of Oxford, according to the wish of their benefactor. The scholars have been distributed among the colleges, and heads of houses are now struggling with the endeavor to accord due credit to work done at American institutions, of whose very existence in many cases the Dons were hitherto ignorant. The English newspapers have given the scholars a cheery welcome, somewhat mingled with the odd notion that still lingers in certain British minds that all Americans west of the Susquehanna continue to wear scarlet blankets and daub their faces with vermillion. It is too early as yet to estimate the attitude of thousand-year-old Oxford towards these her latest sons.

Superintendent Greenlee, of Denver, has recommended that the public schools of that city return to the use of the slant system of writing.

There are many important uses for antikamnia tablets. Everybody who is out in the sun should take a five-grain antikamnia tablet at breakfast and avoid entirely that demoralizing headache which frequently mars the pleasure of an outing. This applies equally to women on shopping tours and especially to those who invariably come home cross and out of sorts with a wretched "sightseers' headache."—The Chaperrone.



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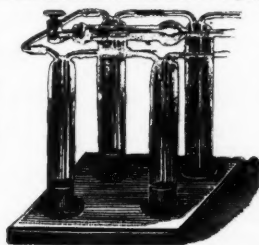
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| | 1893 | 1903 | Percentage of Gains |
|--------------------------------|-----------------------|-----------------------|---------------------|
| Premium Income..... | \$2,947,516.29 | \$6,136,253.94 | 106.18 |
| Income from Interest and Rents | 635,250.10 | 1,394,496.90 | 119.52 |
| TOTAL..... | \$3,582,766.39 | \$7,530,750.84 | 110.19 |
| Assets, December 31 | \$14,480,480.80 | \$33,590,999.39 | 131.97 |
| Amounts Insured, Dec. 31 | \$83,760,969.00 | \$169,668,456.00 | 102.56 |
| Surplus, December 31 | \$1,020,316.96 | \$2,647,491.38 | 159.48 |

SINCE ITS ORGANIZATION THE COMPANY HAS PAID TO ITS POLICY HOLDERS IN
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 Dividends Paid and Credited, \$12,073,293.29
 Assets, December 31, 1903, \$33,590,999.39 Liabilities, \$30,643,508.01 Surplus, \$2,647,491.38

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School News.

The free lecture system in Cincinnati is evidently conducted on a high plane, if the program of a concert of German music given in the Sixth district school of that city is an illustration. The concert was arranged by Miss Elsie Weil, and was as follows: Pastoral Sonata, Beethoven, Mr. Moie Bernheim; Margaret at the Spinning Wheel, Schubert, Mrs. Antoinette West; Gavotte, Bohm; Evening Star, Wagner, Mr. Isadore H. Weinstock; Songs, Mrs. Antoinette West; Hungarian Rhapsody, Hauser, Miss Cora Mae Henry; Two Grenadiers, Schumann, Mr. Isadore H. Weinstock.

At the recent convention of the Maine Teachers' Association, on the motion of Supt. Payson Smith, of Auburn, a committee was appointed to consider the whole question of teachers' salaries. The committee, which consists of Superintendent Smith, Prin. C. F. Cook, of Augusta, and Prof. W. G. Mallett, of Farmington, is not only authorized to collect statistics, but, if they arrive at the conclusion that a reform is needed, to agitate in the press and by other means for the reform, and petition the legislature to carry their recommendations into action.

The Nashua (N. H.) school committee has voted to drop Greek from the list of studies in the high school of that town, for the reason that it is no longer required by colleges in order to obtain their bachelor of arts degree.

Mr. Edwin Twitmyer has accepted the principalship of the Bellingham (Wash.) high school, and in North Yakima (Wash.) W. F. F. Seleck is the new superintendent of schools, and J. R. M. Berry is the new principal of the high school.

Pennsylvania Railroad Company Will Issue Clerical Orders for 1905.

Pursuant to its usual custom, the Pennsylvania Railroad Company will issue clerical orders for the year 1905 to ordained clergymen having regular charge as settled pastors of churches located on or near its lines. Clergymen desiring such orders should make individual application for same on blanks furnished by the Company and which can now be obtained from the Ticket Agents. Applications should be sent to the General Office of the Company as soon as possible, in no case later than December 15, so that orders may be mailed by December 30, to all clergymen entitled to receive them.

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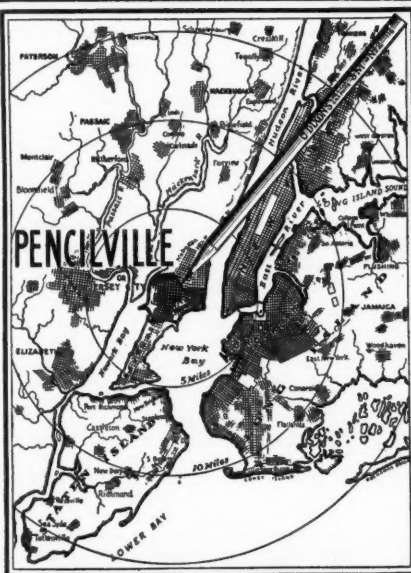
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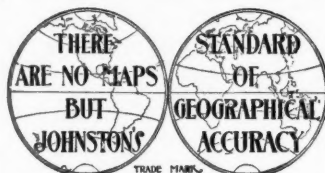
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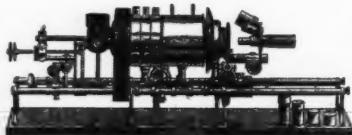
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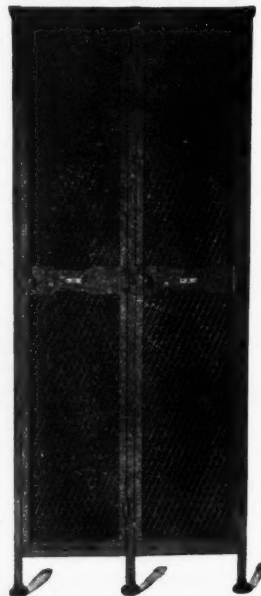
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